

# ATHLETIC



Vol. XIII, No. 1 September, 1932

The Tenth Olympiad  
John L. Griffith

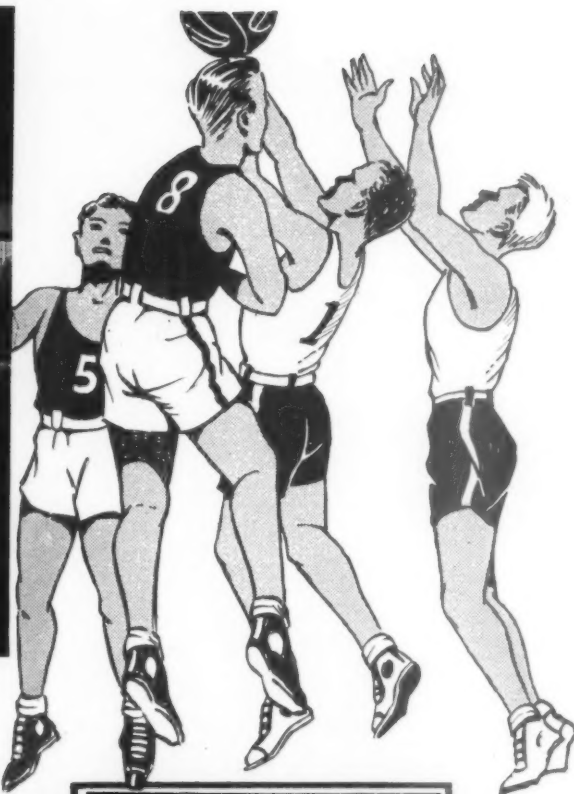
Quarterbacking  
Harry Stuhldreher

Line Play  
Heartly Anderson  
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# JOURNAL



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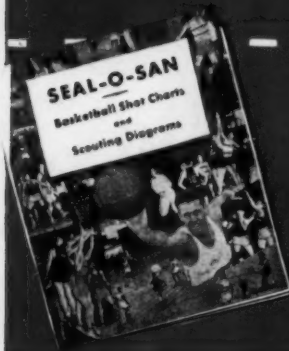
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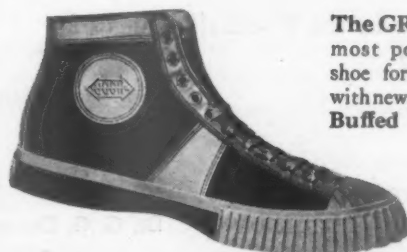
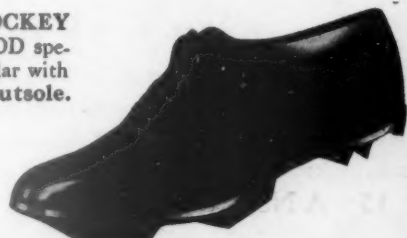
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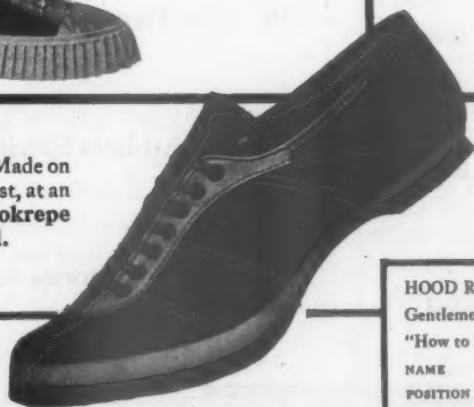


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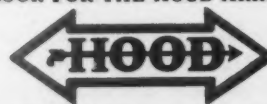
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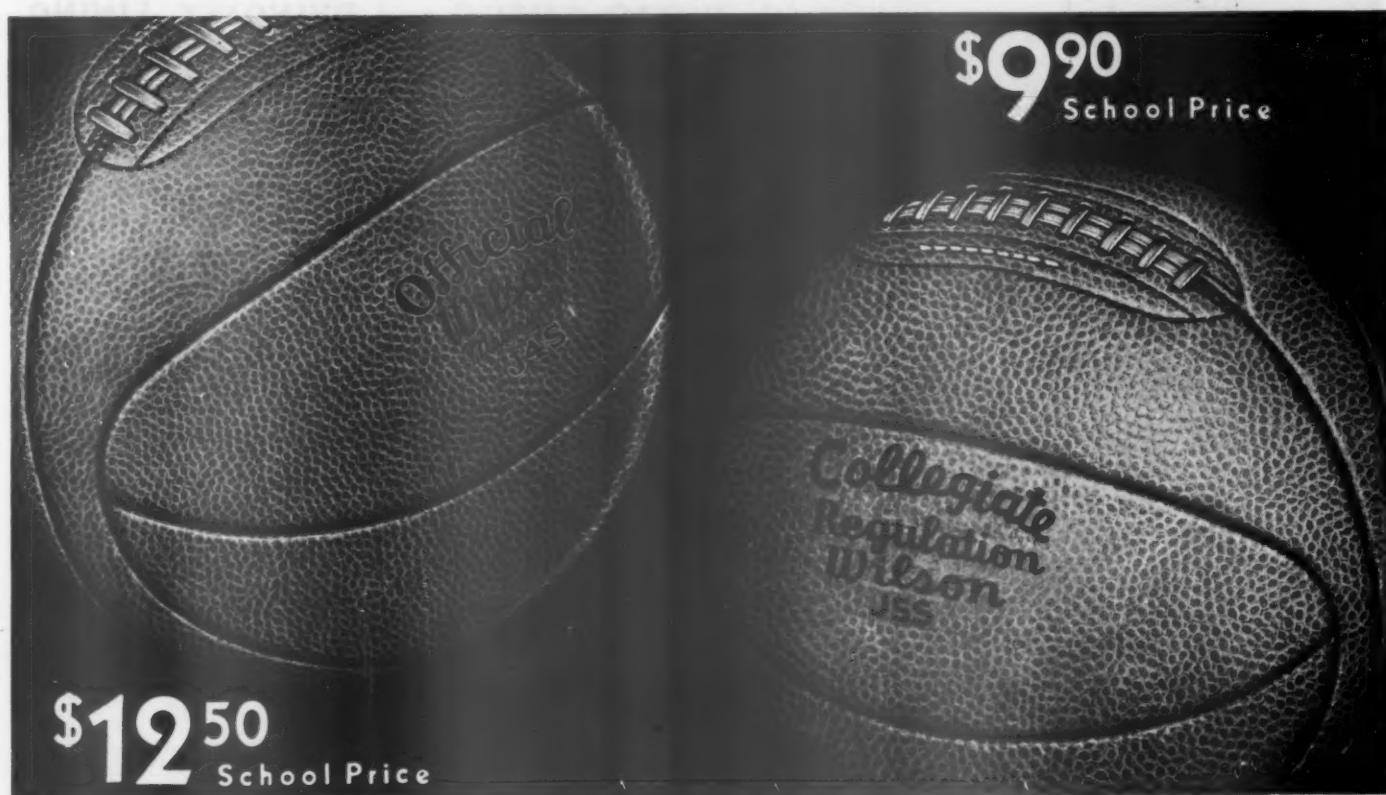
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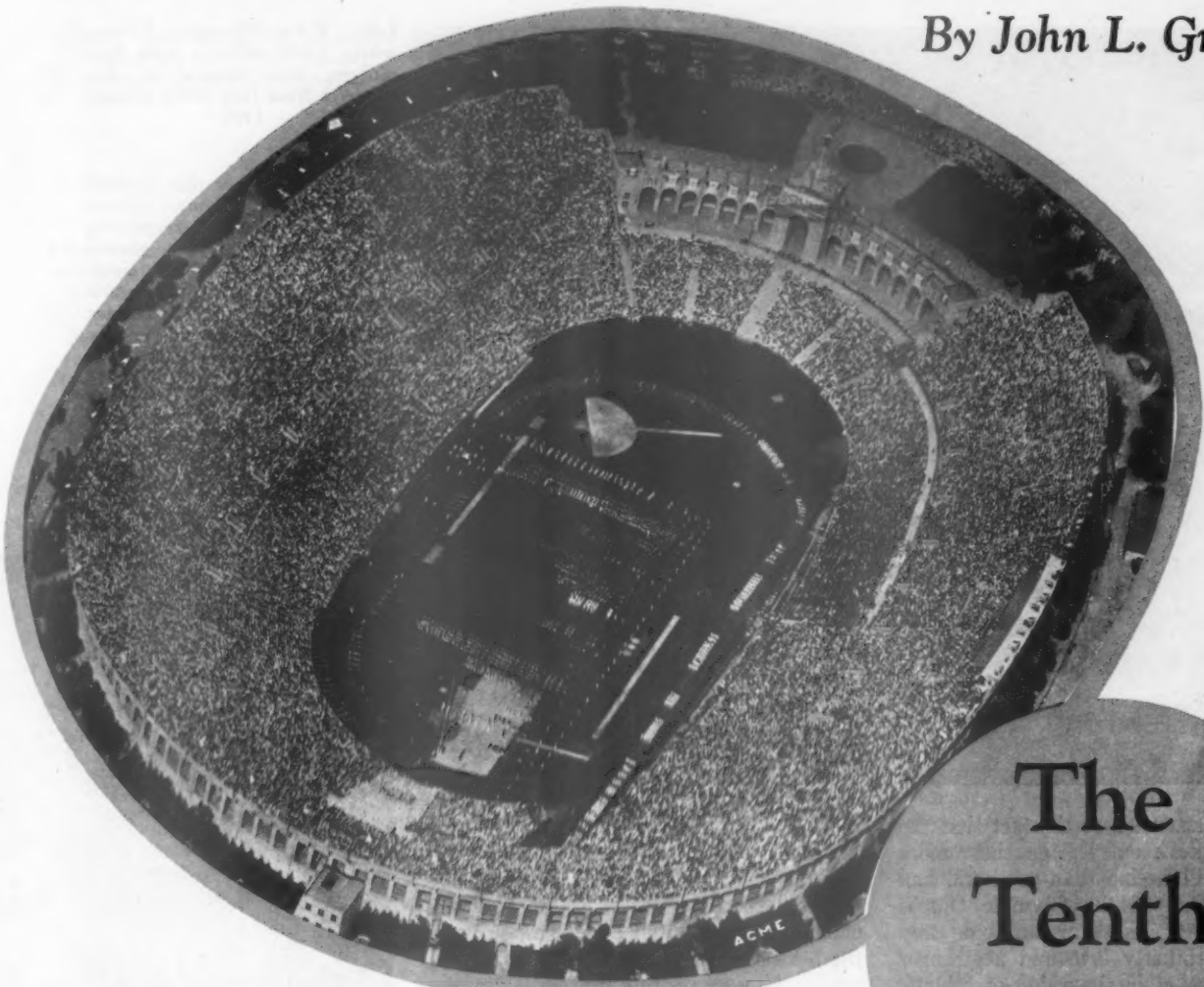
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NAME.....  
SCHOOL.....  
CITY.....STATE.....  
OUR SPORTS DEALER IS.....

By John L. Griffith



*The World's athletic youth on the opening day of the Xth Olympiad taking the Olympic oath "for the glory of sport." 105,000 spectators watch the march of the nations.*

## The Tenth Olympiad

THE Los Angeles Olympic Games left no doubt in the mind of the writer of this article that, as managed and conducted by the Los Angeles Organizing Committee, they were the finest, most colorful, spectacular and pleasing athletic event the world has ever known. The major part of the credit must go to the men who for eight years had been planning and preparing for the Tenth Olympiad. Mr. Zach Farmer, Mr. William Henry, Mr. William A. Garland, Mr. Frank Garbut, Mr. Gwinn Wilson, the Pacific Coast Conference, associated student managers and many others who had the main responsibility for promoting the Games are entitled to the lion's share of the credit.

The Los Angeles people are the finest hosts in the world. The merchants did not raise, but, if anything lowered, prices. Public officials throughout the city, the attendants, gatemens and ushers at the stadium and all were exceedingly courteous and kind. The sportsmanship of the spectators in the stands left nothing to be desired. They were as magnani-

mous in recognizing the valor, courage and worth of the foreign losers as they were in acclaiming the victories won by their own American boys.

Every detail of the management of the crowds and of the games had been carefully worked out, with the result that everything went off like clock work. Bands played at the proper time. The chorus of 2,500 voices entertained the crowd on numerous occasions. The track, made of peat, sand and clay, was the fastest track imaginable. The Los Angeles stadium is a marvel of beauty which accommodated crowds of from 50,000 to 105,000. These thousands of spectators apparently had not heard that there was supposed to be a depression in this country. In this connection it might be reported that the games were self-supporting and that the committee will be able to refund the money that the state had appropriated for underwriting the games.

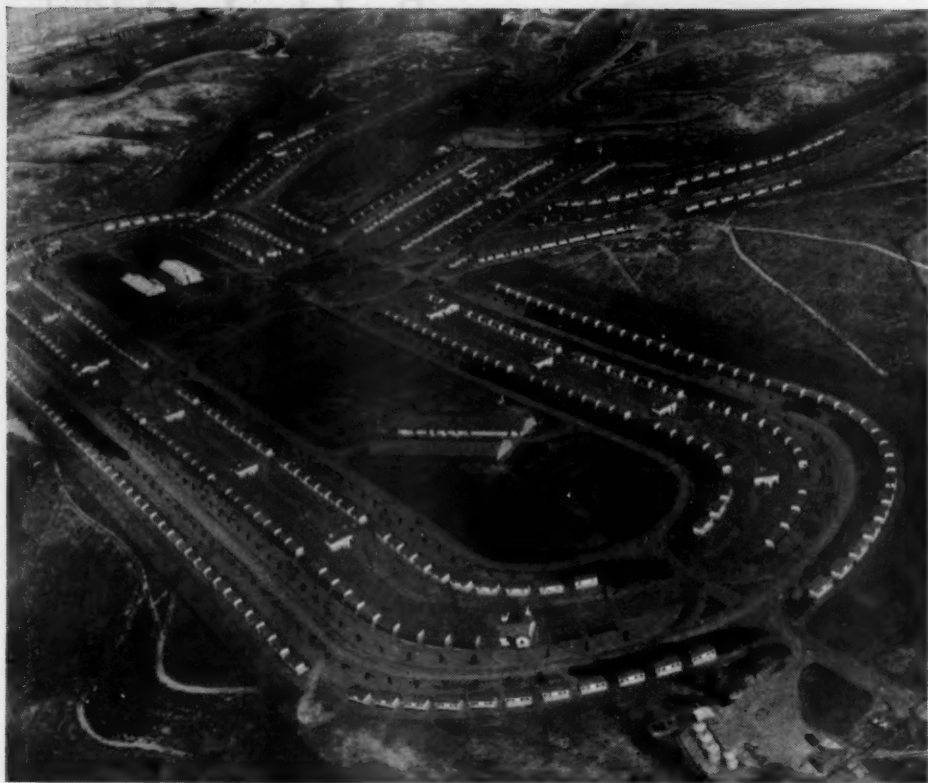
One of the finest features was the Olympic Village. This beautiful Village on the top of the hills near the city accommodated nearly 2,000 athletes. The cottages

were not only artistic but comfortable. The athletes were protected in their privacy. Each team had its own mess hall and the food for each was ordered and prepared under the directions of its own chef. Here in the Village the athletes from all countries fraternized, and all, no doubt, left Los Angeles having made many warm and lasting friendships which will last through the years.

Mr. William Henry, who was the technical manager of the games, did a fine job of announcing. His announcing was dignified. His pronunciation of the names of the visitors was admirable. He gave the spectators the information which added greatly to their enjoyment of the games and he seemed to realize his was the task of serving the people and not of glorifying himself.

All in all, Los Angeles put on a great show and demonstrated how valuable and good athletics may be when properly administered, conducted and managed. As the Olympic Games have been managed in other years, many have questioned the value that accrued from the contests.





Left: The Olympic Village where 1,500 athletes from fifty nations were housed in Los Angeles from July 30 to August 14th.

Below: "We swear that we will take part in the Olympic Games in loyal competition respecting the regulations which govern them and desirous of participating in them in the true spirit of sportsmanship for the honor of our Country and for the Glory of Sport," was the Olympic oath taken by Lt. George C. Calnan, a member of the Olympic fencing team, United States. F. Morgan Taylor had the honor of holding the flag during the ceremony.



They called attention to the fact that the Olympic Games seemed to engender more discord and ill feeling than good will and harmony. Out of the Olympic Games held in Los Angeles there can come only good will, brotherly love and a stronger and firmer belief in the value of athletic contests conducted in the interests of the competitors and spectators and not for the purpose of glorifying the promoters or the officials.

Regarding the officiating, some of it was exceedingly bad. For this, however, the Los Angeles Organizing Committee is not to blame. Regarding the sportsmanship of the competitors, volumes might be written. One of the outstanding acts of sportsmanship was that manifested by Lord Burghley who, when he learned that his old friend and rival, Morgan Taylor, was to carry the American flag in the parade on the opening day and stand for three hours in the field, insisted that he should carry the British flag, and undergo the same tedious and tiresome strain imposed upon those who marched, since he did not wish to have any undue advantage over Taylor.

The sportsmanship of the athletes in the broad jump helping each other with their take-offs; of the Japanese runner who in the 5,000 meter run was lapped and who graciously stepped aside to allow Lehtinen and Hill to pass on the inside; the fine and friendly way in which the losers congratulated the winners made one proud of these boys from our own country and the young men who were our visitors at Los Angeles.

It is not the purpose of this article to give a detailed account of the records in

all the different sports. More will be written later by men qualified to pass on to the coaches critical analyses of the different sport activities. Many of the newspapers attempted to figure points on the basis of 10, 5, 4, 3, 2, 1. Figuring the results by any scoring system gives the United States a clear cut victory. The following unofficial tabulation of points on the scoring system mentioned, figuring the team places on the above basis, gives the United States 110; Italy 42; Germany 41; France 29½; Sweden 29½; Great Britain 24½; Japan 24; Hungary 21½; Finland 17; Holland 13½; Canada 10%; India 10; Australia 7; Poland 6; Argentina 5; South Africa 5; Czechoslovakia 4; Austria 3; Denmark 2.

The United States did not place first, second or third in the 800-meter, the 1,500-meter or in the 10,000-meter runs. Hill, formerly of the University of Oregon, ran a splendid race in the 5,000 meter race, losing only by inches. None of the American boys placed in the marathon. In the 110-meter hurdles, George Saling of the University of Iowa placed first and Percy Beard of Alabama Polytechnic Institute, second. In the 400-meter hurdles, Hardin, a freshman at Louisiana State University, ran second, and Morgan Taylor, formerly of Grinnell College, was third. The 400-meter relay was won by the United States team, the members of which ran in the following order: Kiesel of the University of California; Toppino of Loyola University, New Orleans; Dyer, Stanford University; and Wycoff, University of Southern California. The 1,600 meters relay was likewise won by the United States team made up of Ivan

## The Victorious

Sport	First	Second
Track and Field		
Men .....	U. S. A.	Finland
Women .....	U. S. A.	Germany
Swimming		
Men .....	Japan	U. S. A.
Women .....	U. S. A.	Gt. Britain
Rowing .....	U. S. A.	Gt. Britain
Boxing .....	U. S. A.	Argentina
Wrestling (free) ..	U. S. A.	Sweden
Greco-Roman ...	Sweden	Germany
Weight-lifting ...	France	Germany
Equestrian .....	U. S. A.	Holland
Mo. Pentathlon ...	Sweden	U. S. A.
Cycling .....	Italy	France
Fencing .....	Italy	France
Gymnastics .....	Italy	U. S. A.
Yachting .....	U. S. A.	Sweden
Field Hockey ....	India	Canada *
Water Polo .....	Hungary	Japan
		Germany

\* Tied.

† Canada, Hungary and Sweden tied for

In the track and field events, the United and 5 third places. The American winners Eddie Tolan, ex-University of Michigan, second. 200-meter: Tolan, first; George third. 400-meter: Carr, Univ. of Penna., first;



Right: Another mighty throng of 105,000 watch the closing ceremonies of the Xth Olympiad.

Below: The Victory arch. Many times during the Games were the spectators thrilled when they faced the victory peristyle as the band played the national anthem of the victorious athletes and the flags were raised. This picture shows all three flags of the United States waving for the American athletes who placed first, second and third in the 200-meter.



Fuqua, Indiana University; Ablovich of the University of Southern California; Warner of Yale, and Carr of the University of Pennsylvania. The United States did not place in the 50,000-meter walk. In the shot put, Leo Sexton, formerly of Georgetown University, won first, and Harlow Rothert of Stanford was second. The discus throw was won by Anderson, formerly of Cornell University; and second was Laborde of Stanford University. In the hammer throw, Zarembo of New York University placed third. The three places in the javelin throw were won by Finnish athletes.

In the high jump, R. Van Osdel, University of Southern California, won second. The broad jump was won by Ed Gordan, University of Iowa, and Redd, Bradley Polytechnic, was second. Miller of Stanford University won the pole vault, with Jefferson of U. C. L. A. in third place. None of the American athletes placed in the hop, step and jump. The decathlon was won by Jim Bausch of the University of Kansas. The greatest honor in the Olympics goes to the winner of the decathlon, and Bausch, to climax his performances, broke the Olympic record by scoring more points than had ever been scored before in this event. In the steeplechase, McClusky of Fordham University placed third.

New Olympic records were established in the following events: 100 meters; 200 meters; 400 meters; 800 meters; 1,500 meters; 5,000 meters; 10,000 meters; steeplechase; marathon; high hurdles; 400-meter hurdles; decathlon; 400-meter relays; 1,600-meter relays; shot put; discus; javelin; pole vault; and hop, step and jump.

The following new world records were made: 100 meters (tied); 220 meters;

400 meters; 800 meters; high hurdles (tied); 400-meter hurdles (tied); decathlon; 400-meter relays; 1,600-meter relays; hop, step and jump.

Certain things stand out in connection with the Tenth Olympiad. First, the Pacific Coast staged a fine set of games without a great deal of help from the rest of the country. The University of California, Stanford University, and the University of Southern California underwrote the expenses of the eastern athletes who competed in the I. C. A. A. A. games at Berkeley. Two hundred and fifty athletes, managers, trainers and assistants made the trip from the east to the games at a cost of \$68,000. Three California universities underwrote these games to the amount of \$65,000. This means that the California universities paid the expenses of such athletes from the east as competed in the I. C. A. A. A. games and later qualified for the Olympic team. Other athletes were sent by their individual colleges or conferences. Very little money was spent from the Olympic fund by way of paying the expenses of the American athlete who competed in the final tryouts at Palo Alto.

Second, the Organizing Committee demonstrated that athletic events can be so dramatized and so efficiently managed as not only to add to the pleasure of the spectators but also to make competition by the athletes a pleasure and a joy.

Third, the success that the United States track and field team enjoyed in the Olympic Games was largely due to our efficient school and college athletic system. Almost without exception the men who won for America were college undergraduates or recent graduates. These men first received their training in the high schools and secondary schools of this

## Countries

Third	Fourth	Fifth	Sixth
Gt. Britain	Germany	Japan	Canada
Poland	Canada	Gt. Britain	S. Africa
Germany	France	Philippines	Canada
Austria	Holland	Japan	Denmark
Germany	Italy	Poland	Austria
S. Africa	Germany	Italy	(t)
Finland	Hungary	France	Canada
Finland	Italy	France	Czechoslovakia
U. S. A.	Czechoslovakia	Italy	Austria
Germany	Gt. Britain	Italy	Hungary
Holland	Gt. Britain	Austria	Denmark
Hungary	U. S. A.	Austria	Gt. Britain
Finland	Hungary	Japan	.....
.....	France	Gt. Britain	.....
U. S. A.	.....	Holland *	.....
U. S. A.	Japan	.....	.....

sixth in boxing.

States won 11 first places, 10 second places in these events were as follows: 100-meter: first; Ralph Metcalfe, Marquette University, Simpson, ex-Ohio State, second; Metcalfe, Ben Eastman, Stanford University, second.

country. For the most part, the visiting athletes did not represent educational institutions. So long as America maintains school and college athletics, we need have no fear of surrendering our supremacy, at least in the events that are on the school and college programs. It is significant that our men were not successful in the 10,000 meters, marathon, hop, step and jump, and the 50,000 meters walk.

There is no reason, however, why we should not in the future do better in the javelin and hammer throws than we did at Los Angeles. Unfortunately the schools and colleges have been dropping the hammer throw from the track and field program and apparently there is something left for us to learn about the javelin.

Fourth, Lawson Robertson, track coach at the University of Pennsylvania and

head track coach of the American Olympic team, showed splendid judgment in leaving very largely the training of the different men to the coaches who had brought their athletes up to a high stage of perfection. The American men almost without exception entered the games in splendid condition. All of them gave a good account of themselves. America has reason to be proud of them.

# Symposium on College Athletics

## Quarterbacking

By Harry Stuhldreher

Football Coach, Villanova College

**I**N reality, there is no such thing as a quarterback. This name was tagged on one of the players in the old days because of his relative position in the line-up. In this day of modern variations one may find what is commonly called the quarterback playing any position on the team. He should rather be termed the signal caller. For instance, two years ago, the end at Duke called signals; last year, the fullback at Michigan State ran the team. So on, down the line, do we find cases such as these where, because of experience and analytical minds, men are picked by coaches to guide the destinies of their team, regardless of whether or not they play behind or close to the center. Out of respect to the common usage of the term, I shall refer to the signal caller as the quarterback.

When the football coach is asked what kind of team he expects to have in the coming season, doubtless his answer will be, "Pretty good." That's what he says. What he thinks is, "Pretty good, if my quarterback pans out."

The quarterback holds the most important position on the team. On his shoulders rest the responsibilities that are to bring a series of victories, provided he knows his job well. In going back through the records we have found that outstanding teams were those which were ably directed. Those with less success invariably can blame poor maneuverings of the team. In view of this, much more time than is usual must be spent in the development of the player to direct these maneuverings. A quarterback candidate is not, as some would have it, born, but rather made.

A football coach is constantly looking over his ranks for potential quarterbacks. Even though a certain boy has enjoyed success in high school or prep school, he may not fit into the scheme of things for the same position in college. However, those secondary school boys who are well molded in the qualifications of quarterback

### Quarterbacking

HARRY STUHLBREHER

*Notre Dame Line Play*

HEARTLY ANDERSON

*Line Play*

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*A New Kick-Off Play*

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*Team Speed*

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Harry Stuhldreher

play by their coaches are the ones who have two strikes on the competition in fast company.

Before getting a look at a boy's playing technique, we must analyze him personally. He must have the air of confidence, a sureness of thought and action that gives no notion of hesitancy. He must be a born leader, with an attitude which may at some time be termed "cockiness"; not to the extent, however, that he becomes unpopular with his team mates. On the contrary, he should be well liked, so that

the other boys are anxious to do what he asks of them. In addition to these qualifications, the quarterback must have an inspiring voice. We do not want him simply to call signals. He must snap them out abruptly. This method inspires the team whether it is used in the direct calling of signals or in the huddle system. In my own experience, I know that I have called the wrong play many times, but I tried not to let the other fellows know my indecision, and, as a consequence, my team mates usually made me look good, simply because they felt my choice was right.

After we have found this boy, the groundwork is laid. The method in teaching may make or break him. The coach has to be very careful not to crowd him too fast. He must work slowly but surely so that each point of instruction can be absorbed thoroughly. Merely telling the boy the essentials of quarterback play is not sufficient. Animate pictures must be drawn for him.

The most difficult task the quarterback has to conquer is that of knowing every assignment on every play. He alone must know the assignments of all his team mates so that when a play fizzles he can inquire of them the reason for the failure. In this way he gets the necessary information as to constantly changing defenses and he naturally counteracts with his own variations. Therefore, it is important to give a few plays at a time to your squad so that the quarterback may absorb every detail.

When this is done, he must be sold on your type of offense and its possibilities. He must get the feeling that when he cracks the whip his team will go places. Next in importance is his knowledge of the sequence of plays so that he may take care of varying conditions. All quarterbacks appreciate the fact that, in every good offense there is a play for every spot. But, for some reason or other, the association of these plays to one another is hard to get across to them.

A practice that we have always used seems to be the most practicable to shed light on this subject. Rather than line teams up in dummy scrimmage and



change defensive men in and out of their positions so that the quarterback can call his play accordingly, it is far better first to take your quarterbacks on the lawn some place and illustrate plays with inanimate objects. We ordinarily use stones or small pieces of wood to demonstrate holes in a defensive formation so that the quarterback can check with the calling of the proper play. In this manner, the quarterback has a small area as a focal point and as a result gets a better picture. Only after a thorough development of this do we progress to the method of using the field and the players in dummy scrimmage.

This program serves to iron out the rough edges; a continuation of such tends to bring the quarterback to a point closer to perfection. He begins to see now the necessity of maneuvering so that, when weaknesses appear, he may meet them with the plays suited for those spots. If the picture were not brought out in this clear fashion, opportunities would arise in games and pass too quickly for him to adjust himself to them.

Now, we have the quarterback at a point where he maneuvers the team on the field. Under the normal conditions, a field is mapped out into sections in which certain types of play are used. For instance, it is not advisable to operate an offensive charge the entire length of the field. If the ball were found in the quarterback's possession inside of his own twenty-yard line, it is likely that he should get it out of dangerous territory by means of a kick. In working the field in accordion shape, as he finds himself rapidly gaining in territory, he is continually performing experiments to determine spots of weakness and strength in the opposition. He is cataloging these in his mind so that he may put them to good use when the pressure is needed. It always runs true to form that the closer he gets to the opponent's goal, accordion-like again, the

more concentrated becomes the defense, and every means of trickery has to be employed. Too many times have you seen good teams goal-line shy, and under rigid investigation you usually find that these same teams showed their stuff too soon.

So, in the advancement down the field, the quarterback is using different types of maneuvers to build up the scoring punch. It is always policy to concentrate on the strong points of weaker opponents for experience purposes. By the same token, the weaknesses of the strong opposition should be teased rather than worked to death. By this I mean not to hit these points with such regularity that strong substitutions may be made when you are about to score. Rather assure yourself that these spots will be ready in scoring territory.

As I stated above, strategy of this type is used as a foundation under ordinary conditions. This outline has to be gone over in blackboard drill, followed by the practical field work. In working from this plan, we take into consideration the



*B. A. Ingwersen*



*Major R. I. Sasse*

changed conditions which will make the quarterback deviate from his original tactics. Some of these are a wet field, strong, unfavorable wind, strong defensive team with no offensive ability or vice versa, being ahead in the scoring or behind, and so on. The strategy in these cases will have to be altered to meet the situation at hand. Only experience in actual games will forcibly bring this to the mind of the quarterback.

In line with this, the quarterback learns to keep his team away from the sidelines. It naturally is advantageous to operate from the center of the field where areas on both sides are open for use. Again, there are conditions which will change his tactics. It is always advisable to take ad-

vantage of diagonal winds in kicking and, in doing this, the team may have to be brought close to the boundary. In the same fashion, the turf may be much better along the sides and this, too, has to be utilized.

When the quarterback has gone over these various items in the handling of a team, he must make a study of each individual team mate and his capabilities. There were never any two football players alike. Each one is able to do one certain thing better than his fellow. In knowing these characteristics, the quarterback can get the most out of each man and, in the end, the entire team will benefit.

In this advanced football age when competition is terrifically keen, there is no room for the orthodox quarterback nor the signal-out-of-the-bag type. If a coach happens to run across a boy who does not want to take the guiding of a team seriously, he had best place him in some other position. The quarterback job is a big one, and we football coaches certainly must concentrate on men for this position who are willing to give us their undivided co-operation. There can be no distractions, for time is too short.

On the other hand, when the coach has a boy who has a vivid imagination, is spirited, likes to take sound chances and gets a real kick out of surprising opponents, the coach's heart may beat a little faster. The sound way of meeting situations is to hit the line on second down, one; run an outside play on first down, ten; or forward pass on third down, eight. Defenses are usually figuring that the quarterback will do just this. So why should he play into their hands? If he gives them what they don't expect, then all plays will be much more successful. A team guided by this kind of quarterback is dangerous and the



*Hearty Anderson*



psychological edge that he enjoys will upset many good teams.

There should be only one quarterback on a team at a given time. Many times, team mates lose themselves and try to tell the quarterback which play to use, and, if the latter gives in to their whims, he is sunk. He must insist on being boss. If things don't go right, he alone is responsible. The quarterback, however, encourages his men to carry information to him regarding the changing positions of their respective opponents. In my experience, the most difficult man to call signals against was Ed Weir, the noted Nebraska tackle. He was so unorthodox in his defensive maneuvers that it took me two years to figure him out. On one occasion he would be close, on another wide; then, again, a yard or so behind the line of scrimmage. In our third year, playing against him, I was fortunate enough to guess his moves. A situation of this type may often arise, and it is certainly unjust to reprimand the quarterback for using a bad assortment of plays. Defenses today are just as smart as the offensive; so much so that the task of the quarterback has become most acute. He has to play their game and, in most cases, it is much easier to call signals against a smart team, for he can ordinarily figure their moves.

Every quarterback should know that he must not kick from a position too close to the side lines; to kick out of dangerous territory before fourth down; not to show his team mates that he may be worried over the calling of a play; when not to forward pass; always to shoot a play at a weary opponent; to try out every new substitute of the opponents; not to tire out the punter immediately before kicking; and to punt when in doubt.

A quarterback must never be criticized in front of his fellow players. A practice of this kind would break their confidence in him. Far better results can be had by reasoning with him and by pointing out mistakes in a common sense way. We must not expect our quarterbacks to become topnotch overnight. We must rather be satisfied with steady progress and be patient to the end. They in turn will declare dividends.

## Notre Dame Line Play

By **Heartly W. Anderson**  
University of Notre Dame

**T**HE most important part of line play is the fundamentals. The first fundamental to be taught the linemen is the offensive stance.

The offensive stance, as we use it at Notre Dame, is with the feet well apart, the knees high, the tail low and the head and chest up. The guard and tackle on the right side of the line have their outside foot back, the toe being even with the instep of the left foot. Likewise, the guard and tackle on the left side of the line have

their left foot back, the toe being even with the instep of the right foot. They lean forward, resting a little weight on one hand. The men on the right side generally lean on their left hand and those on the left side on their right. In this manner, we try to balance each lineman four ways so that he cannot be pushed backwards; he cannot be pulled forward because of the weight on his hand; and his knees are in a high position so that he cannot be pushed laterally in either direction.

From this stance, the linemen take the offensive charge from a coil spring charge or in some cases it is necessary for the players to take one or two steps to get contact with the defensive player before they can carry out their charge. From this same offensive stance, they pull out in both directions. If the right guard is going to the right, he will pivot on the right foot and cross over his left leg. Likewise, if the left guard pulls out to the left, he will pivot on his left foot and cross over his right leg.

When a guard pulls out, he uses three different blocks: first, the shoulder block, which he uses on certain types of ends and when going for the secondary; second, a body block for certain ends and certain secondary men; and third, the reverse body block which, if taught in the right manner, is very effective against ends. In using the last, the guard has to reverse his body and slap the opponent with his hip when he gets contact with the defensive player.

The center stance is practically the same as that of the guards and tackles, except that we do not specify which leg should be back. We allow the center to use the leg that is most natural.

The center, the guards and the tackles all have the same fundamental blocks and charges. They all have certain methods with which to handle the opposing linemen. The linemen are set in front of them and do not float or shuttle along the line of scrimmage. They can use what we call a coil spring charge. If they are playing against floating guards or centers, they take one or two steps, depending upon the distance they are from the man they are trying to take out of play.

The common blocks used by these men are the shoulder charge, low body block, high body block, standing block, log roll block and the leg block. We teach our linemen all of these blocks, working on one until it is without defect. During our regular season, we go over them time and time again to get it as mechanically perfect as is possible. After the linemen have been thoroughly instructed in these blocks, a difficult task is faced in seeing that they are used at the right time during scrimmages and during the game. Against certain defensive men, there is always one block which is more effective than any other. That is why it is necessary to use

and teach all these different blocks so that the one most effective can be used against the particular opponent.

The ends are a little different from the rest of the line because they start by lining up alongside the tackles with their feet close together. From this position, they shift along the line of scrimmage to get an angle on the player which they are to block. After they have shifted out to their position, they take two little short driving steps to get contact with the defensive player, and as a general rule they use the shoulder block more than any other. There is also the standing block, the high and low body blocks and the rolling block which they use for cross blocking when working with another player. One advantage of the shifting ends is that they know what they have to do, whether they must take their man in or out. Then they shift to the best advantage so that they can get an angle on their man, which enables the end to block more effectively.

On defense, the center has to play like the fifth back. He has to stay in close and cover up his territory whenever there is a plunge sent his way. Still he must be in a position to pull out, to cover on passes and make tackles on both flanks. A man playing defensive center, therefore, must be a ball hawk; he must be able to defend against forward passes as well as cover his own territory. As a general rule, he does not get down so low as the rest of the linemen and he keeps his hands well out in front of him to ward off anybody trying to block him out of the play. He must be able to submarine, double coordinate and go over the top, and still be able to do the other things mentioned above.

Like the center, a defensive guard must do these fundamental defensive stunts, but he does not have to worry about pulling out on passes. However, he must be able to cover up his own territory, and a good guard will cover a larger area than a mediocre guard.

The double co-ordination is used very effectively when a defensive player has to play in a gap between two offensive men. This consists of using the hands on the shoulder of one man, or on a shoulder and thigh, and sliding the opposite knee along the ground so that the other offensive player cannot ride him out of his territory. Illustration No. 1 shows double co-ordination.

The only time the defensive guard sub-marines is when he figures the fullback is coming right over his territory. The real secret of submarining is getting the arms and head past the offensive lineman's legs so that he is in a position to make a tackle if he does not have time to get up on his knees or all the way back on his feet.

When a guard is playing against one man, generally the offensive tackle, he

Below: *Double co-ordination*



Right: *The first step in taking the charge off the offensive man*



Below: *The tackle trying to take the offensive man in*





plays him straight on. Coming up from underneath with his hands on the shoulders, he holds the offensive man off to find out which way the play is going and then works accordingly. In other words, he works the hard way. If the tackle is trying to take him out, he works in; and if the tackle is trying to take him in, he works out. Here we have him shuttling along the line of scrimmage. Illustration No. 2 shows the first step in taking the charge off the offensive man. Illustration No. 3 shows the tackle trying to take him in. The defensive guard slides his hands off the offensive tackle's shoulders on to his head, pushing him in and crossing over with his right foot going out. This demonstrates very clearly the correct use of the hands, showing the hands first on the shoulder and then in the act of getting at the ball carrier by pushing the offensive man's head the opposite way and sliding by.

The defensive tackle generally stands with his leg advanced toward the offensive and whether he is playing outside of the end or inside of the end. His first step is toward the end and then at the wing-back, if there is one, or on into the backfield. He uses his hands on the shoulder or body of the end. Sometimes he limp-legs the end if the end is charging very low, and sometimes he rushes right by without paying any attention to him. It all depends on how good the offensive end is. The stunts vary according to the offensive formation, except when the tackle is playing against an end and wing-back. In this case, he tries to avoid the end as much as possible and puts most of his pressure on the wing-back. The same rule holds true here; he must work the hard way. If the wing-back and end are trying to take him in, he must work out; and if they are trying to take him out, he must work in. In case there is to be a forward pass or kick, he must be in a position to rush the passer or kicker.

There are a great many types of defensive ends. Some play a smashing game, some play a waiting game, some go in square and some go in on an angle. We try to instruct our ends to go in at a forty-five degree angle, either taking two or three steps or going in all the way, but always at a forty-five degree angle, with the object in mind to turn the ball-carrier in toward the center of the line. If the ball-carrier is trying to run around the end, he must be able to use cross steps and float out and protect his outside territory so that no one can get around him. One thing we impress upon the minds of our ends is that a good end is never run around either on the line of scrimmage or when going down under punts. Ends should never leave their outside territory open. When we find men who cannot cover their outside territory, we smash the end in all the way and let the fullback and right halfback come up on the outside

to play secondary ends covering the wide territory. The ideal end is one who can take care of his territory from the inside all the way over to the side lines and not let anyone run around him.

The one great feature of general line play comes when certain men play together for some time. They practically know what each one is going to do in every case and in this manner can work together and make it tough for any offensive lineman. So after you have taught your linemen all the fundamentals, the next thing is to get teamwork among the same group of men. It takes a lot of scrimmage and practice to bring teamwork to a high point of efficiency so that the linemen know what each one is going to do and how well they can do it. I would say it takes about sixty-five per cent fundamentals and about thirty-five per cent teamwork to bring a team up to perfection. One good example of this is the light line we had in 1930 in which the players had their fundamentals down to mechanical perfection and their work was one unit.

## Line Play

By B. A. Ingwersen  
Louisiana State University

**M**OST essential in building up a real football machine is to have a good line. I would rather have a good line with an average backfield than have an outstanding backfield with a weak line. The old saying, "An outstanding line with a good kicker is tough to beat," still remains in present day football.

There are a number of different ways to build up a line, but there are certain important fundamentals that should be taught on offense and defense.

One of the important fundamentals is the offensive stance, which applies to all linemen, except the center. A special rule in the code provides that both hands, or both feet, or one hand and the opposite foot shall be on or at least twelve inches from the scrimmage line. Some coaches teach their linemen to have both hands on the line of scrimmage with their feet well back. This stance is a good one for straight, aggressive charging and for trying only to carry the opponent out of the play. The one big fault of this stance is that it makes it very awkward for a lineman to pull out of the line to come around in interference. The best stance which will serve all purposes is to have one hand and opposite foot on or twelve inches from the line of scrimmage. In this stance, the essential points are as follows:

1. Place one foot in proper position on the line of scrimmage. The toe of the foot back from the line of scrimmage should be even with the heel of the other foot.

2. The feet should be from eighteen to thirty inches apart.

3. Squat straight down on the toes and then reach forward with the hand on the

opposite side from the forward foot as far as possible without losing balance. Drop the hand to the ground and use the knuckles or fist for support. The hand and arm on the line of scrimmage should be nearly perpendicular to the line of scrimmage and should be in line with the inside line of the knee of the leg that is back, and eight to ten inches farther forward than the toe of the forward foot.

4. The other hand or forearm should rest on the forward knee or thigh.

5. The head should be up, neck stiff, back straight and the shoulders parallel to the line of scrimmage.

6. The buttocks should be lower than the shoulders so that the back forms an inclined plane from the rear to the front.

7. The feet should be pointing as nearly straight ahead as is comfortable for the player, and his knees should be spread and carried as far apart as the feet.

After the lineman has assumed the proper stance, the most important duties are either to charge and block, open holes, go down the field and cut down secondary defensive men or come out of the line and interfere for the ball-carriers. In charging and blocking in the line, the shoulder block is most used. In blocking in the line a lineman should always try to get his head or head and body between his man and the play when he is handling an opponent alone. When a lineman is being assisted by another lineman as in two-on-one, the opponent should be caught between the heads of the two blockers.

In quick shoulder charging for a lineman, the first motion forward is with the body, but the legs follow almost simultaneously and are kept under the body at all times. A common fault is that a lineman may step too far with his first step and rise up with the charge. He should aim to hit the opponent's thigh with his shoulder, and his head should brush against the side of the thigh in order to get good contact. His head and eyes should be up, back parallel to the ground, and he should carry his body into his opponent with the aid of short powerful steps. If a lineman hits with his left shoulder, his right leg will come up first, and vice versa. He should be sure to get under his man and to carry his feet with him. A lineman should realize what his opponent might do to him. This defensive opponent may stand and divert his charge by the use of his hands. He may try to outcharge the offensive lineman and drive him back. He may try to pull him forward on his face. He may try to straighten up the offensive lineman by getting under him. If the offensive lineman can determine what his opponent is going to do, he can guard against the first by ducking under the hands with a hard, fierce charge; the second, by outcharging the defensive man; the third, by



keeping his feet well under him; and the fourth, by keeping low. If a defensive man slides along the line of scrimmage, the offensive man should use a cross-over step in the same direction, keeping his feet and trying to hook this opponent with leg, body and arms.

The common faults of most linemen in blocking in the line are that they charge too high and do not keep under their men and follow through; or they make a lunge, hit their opponents and then go to the ground. Good linemen will always keep working and try to do some good even if they miss their opponents. If they miss with their shoulders or slide off, they should try to shove their sides or hips into their opponents and pinch their legs between the offensive legs and armpits, being careful not to hold with their elbows or arms; and if they miss with their legs and bodies they should swing around with their legs. The object is to keep moving until the play is over. If an opponent is not directly in the path of the play, the lineman can brush his opponent to the side and go down the field for the secondary.

In coming out of the line for interference the lineman should take his first step out of the line with the foot on the side toward which he is going to run. This foot should be brought back about twelve inches to the side in the direction he is to go. By doing this he will be back far enough from the line of scrimmage and will also gain some distance on his first step. The lineman should not rise up but should shove out of position with his other foot and the hand which is on the ground. The interferer coming out must be sure to swing so deep and run so low that he cannot be knocked down. Coaches should give the interferer plenty of practice coming out so that he will not point or get back on his heels and give away the play.

The linemen who are blocking in the line should be taught always to go down the field and block defensive backs after they have finished their line work. They should never look back to see whether the ball carrier is coming. I have always liked to have the men going out for the secondary keep their feet and use a leg or body block rather than throw their bodies at an opponent. Many take off too soon and go to the ground.

It is impossible in such a short article to describe the individual defensive work of the ends, tackles, guards and centers, as their duties are so different, but I will try to give a few fundamentals for the defensive line as a whole.

There are two main types of line defense: first, the charging type; and, second, the standing or drifting type. The charging line calls for all linemen to charge straight across the line of scrimmage on their initial charge, and toward the ball carrier on their second movement. In this plan the ends will naturally get farther across the line than the tackles,

and the tackles will be able to get further across than the guards and center. This defense is called the "cup defense" but the coach must teach the ends not to get over two yards beyond the line of scrimmage; the tackles should be taught to make an initial charge and not to go farther than one yard and to wait for the play to develop. Guards and centers should be taught not to go farther than half a yard across the line of scrimmage on their initial charge.

Some coaches prefer an upright charging line while others like the crouched charging line. I have always taught our three center men to play low, with one or preferably both hands on the ground. The tackles and ends are in an upright position but always low enough to touch either hand to the ground. In some particular games I have played all seven men in a crouched position. Whenever the opponents have a large yardage to make or are in an open formation, it is best for the defensive line to be in an upright or standing position. This open formation usually indicates open play such as a pass or a wide running play. The defensive linemen will be in better position to meet such a play if they are upright.

For all linemen on defense a quick, hard, low charge is necessary so that they will be in position to meet the play. The defensive linemen should always watch the ball unless their opponents have a starting signal that gives the charge away. A common fault of most linemen is that they rise up on their initial charge and when they get by the line of scrimmage they are in no position to make the tackle or to slide out for the ball carrier. They should always be low, with feet well spread and under them, so that when they get by the line of scrimmage they can fight out to the play.

In building up a defensive line, a six- or seven-man line may be used. Both systems have been effective and one type

may go better against certain teams than the other. In present day football lines should be able to use either system. Whatever system is used, the defensive line must shift to the running strength of the offensive formation.

In conclusion, I believe we cannot give too much individual work and attention to line play.

## A New Kick-Off Play

By Madison Bell

Head Football Coach, Texas A. & M.

THE new rule on the kick-off, as I understand it, was designed entirely for the protection of the players against injuries. It states that at least five players of the receiving team must be fifteen yards from the restraining line of the kicking team until the ball is kicked. There is no legislation against the wedge; however the supposition is that, due to the fact so many of the players must drop back so great a distance, they can not gather the momentum in the wedge which they could formerly when allowed to line up in deeper receiving territory. The teams will never meet with such great compact, which should lessen the severity and number of injuries. This change will probably make the wedge less effective and will cause the coaches to design kick-off formations and blocking arrangements with individual assignments.

Diagram 1 shows a play which has been used successfully by one of the Southwest Conference teams. This play is a cross block. On the receiving team, numbers 1, 2 and 3 on the left cross in front of 1, 2 and 3 on the right and all block their respective men away from the middle of the field, as shown by the diagram. Number 6 blocks his man to the right, and if the kick is anywhere near either of the number 7's he takes the ball, and the other number 7 leads him up the middle of the field, taking the first man he meets.

## Team Speed

By Major R. I. Sasse

Football Coach, U. S. Military Academy

FOOTBALL requires of the individual player periodic bursts of speed or sprints when on attack as ball carrier, blocker or pass receiver, and when on defense as tackler, punt receiver or on pass defense. We teach the fundamentals of blocking, tackling, punting, pass receiving and many other phases, but for some strange reason neglect the fundamentals of sprinting. Too often we accept the belief that ability to sprint is inherent and natural to a limited number of players. We place players in two categories: fast or slow, and there they remain. Quite true, there are too few ten second men on our football fields. However, by proper instruction, we can increase the speed of practically all players.

(Continued on page 46)

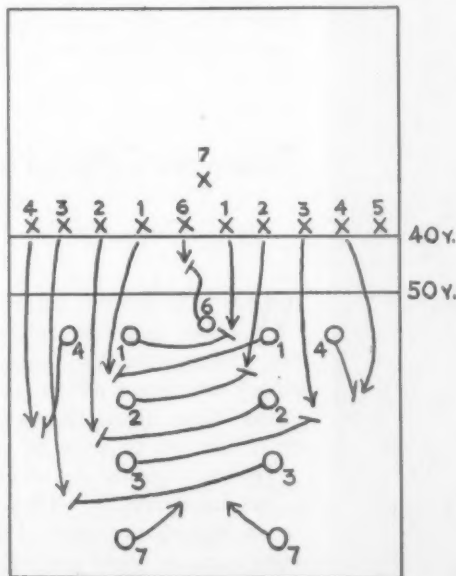


Diagram 1

W. H. Gray  
High School  
Boone, Colo.



I. K. Boltz  
High School  
De Beque, Colo.



Glen Davison  
High School  
Trout Lake, Wash.



Stuart Beresford  
High School  
Brush, Colo.



# Helps and

## FOOTBALL and

*by Prominent Western and Mid-*

### Dummy Scrimmage in Football

*By W. H. GRAY, BOONE, COLORADO, HIGH SCHOOL*

**A**MONG the many little difficulties that beset the football coach, not the least is the matter of securing perfect mechanical performance of plays that the team is using. This difficulty may be in great part overcome by the use of dummy scrimmage.

Line your regulars up on offense, and set a complete defense against them. Give the team one of your offensive plays, go over it and demonstrate to each man exactly what his assignment is. Then have them walk slowly through the play, with the defense walking in to meet it. Now have each of the offensive men (except the ball carrier) omit in turn his share of the play. Be sure he observes what happens and why. Each man will soon develop a realization of the importance of his job. He will then be willing to make a special effort to execute his part of the play exactly as it should be.

Never leave a play till it is completely mastered. Then proceed to the next one. From fourteen to eighteen plays are usually enough for a high school team to use. And from twenty to forty minutes of the dummy or slow motion scrimmage are enough for one evening. Too much of it will kill the interest of the players. But testing and reteaching are as much a part of good coaching technique as they are of good class room procedure. Come back to your first play after a lapse of several days and see if the boys remember it. Answer their questions and correct their mistakes. Keep doing this review work throughout the season. It will pay you almost as well as the time you spend on fundamentals.

### From an Official's Viewpoint

*By I. K. "IDE" BOLTZ, DE BEQUE, COLORADO, HIGH SCHOOL*

**W**E read quite a bit about sports from the viewpoint of the coach, but very seldom do we find what the official has to say. During the few years that I have worked a number of high school and junior college games, I have learned a few very interesting things about the various sports. Maybe the following will be of interest to some of you.

To some coaches the all-important things are a good system and a few fundamentals. They forget that sportsmanship might also be an important factor. I have also come to the conclusion that most mentors could well afford to spend part of their time in the teaching of respect for officials.

# Hints on Coaching

## BASKETBALL

### Western High School Coaches

Probably the best place to start this would be with the coach himself. The players of high school age are great imitators, and in the heat of the game will reflect the coach's actions under the same conditions. I once told a prominent high school coach that I could tell more of a coach's character and personality while refereeing one game that his team played than I could by several hours of conversation with him. He agreed, except that he favored the use of two games instead of one; that is, one while his team was winning and one while it was losing.

Too many games have been lost because the players did not know how to conduct themselves as gentlemen in the presence of officials. They had probably deducted from the coach's actions, or possibly he told them, that he was a little skeptical of the official. What can you expect of the boys when the breaks are against them? Their first thought is that the trouble lies with the official.

I know of one coach who informs his teams before every game that they are to take no chances on the official and go out there with the idea of beating all six or twelve men, as the case may be. He places foremost in their minds the idea of beating the referee. His idea is that he has established an alibi for any poor showing that his team might make. At the same time he has made it mighty tough on the officials.

Why not have a talk with the official before the game? Some coaches refuse to do this. Take your team captain along, explain your odd formations, trick plays that might cause trouble and ground rules. You have shown your respect for the official, your captain trusts him, and your team will play a better game for a smarter coach.

During the three years that I have been in Western Colorado, I have noticed a great difference in the sportsmanship of the teams and their attitude toward officials. New coaches have come in; they have fallen in line with the desires of the old heads, and all are working towards that end. In general, the school officials are putting their shoulders to the wheel and we can see results in that more teams of a higher calibre are being developed every year.

### A Triple-Threat Offense

By STUART BERESFORD, BRUSH, COLORADO, HIGH SCHOOL

THE first thing that I learned from coaching was that a high school coach must fit the system he desires to use to the type of material that is available. Instead of using the same plays that I used in college, I found that I would have to use plays that could be executed by the type of boys on the high school squad.

Last fall our football offense was built around one boy, a triple-threat boy, and the type of plays that we used looked like any-



Frank M. Beer,  
High School, Castle  
Rock, Washing-  
ton.



J. B. Beuhler, John  
Marshall High  
School, Los An-  
geles, Calif.



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maker, High  
School, Rankin, Ill.



W. B. McKittrick,  
Union High  
School, Arcata,  
Calif.



thing but the type used by my coach in college. This does not mean that I failed to use the fundamentals that I learned at college, because if I had not had those fundamentals available, I would have had no business coaching.

When the material was assembled last year, it was plain that we had an outstanding back on the squad. As a result we formed our plays around this back. We used a balanced line, pulling either one or both of the guards out of the line. This triple-threat back was the one around whom we used a backfield shift. The backs lined up in the "T" formation with the quarterback behind the center. With the signals, one, two, three, the backs would shift to a wing-back formation, either right or left, and with the command "Go!" the play would begin.

The triple-threat back figured in all the plays and with the fullback, who was exceptionally good on spinner plays, carried the ball on practically nine-tenths of the plays. Lateral passes were designed to end up with this star halfback getting the ball. As a result of this, the halfback figured in most of the scoring. We had weak side plays and a reverse or two which kept the other team alert. Due to the system partly and due a great deal to the ability of this featured back, he scored at least two touchdowns in every game we played except three games. In one of these he threw three passes for touchdowns, and in the others he handled the ball on a reverse scoring play. In one game he scored thirty-three points.

The weakness of this system is that we would have been lost if the halfback had been injured. We recognized that fact

and used every opportunity to give him rest, we kept him out of scrimmage as much as possible. In fact, after the season was well under way, we did not give the squad very much scrimmage and gradually cut down on the length of practice so as not to tire the squad. This is advisable in any high school football program, I feel.

This fall, without the triple-threat back, our offense must be changed and, with the material now available, the system will have to be varied to suit the material remaining. It is not always that a squad is blessed with a triple-threat man of the caliber of this man, which makes a difference.

## Basketball for Girls

By GLENN E. DAVISON, COACH, TROUT LAKE, WASHINGTON

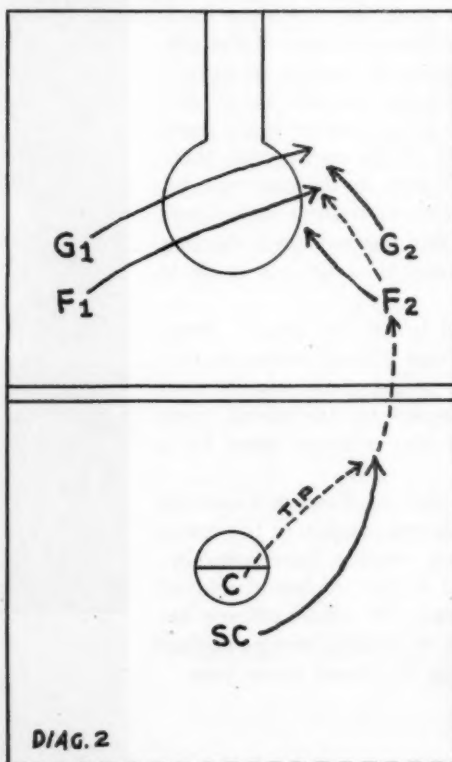
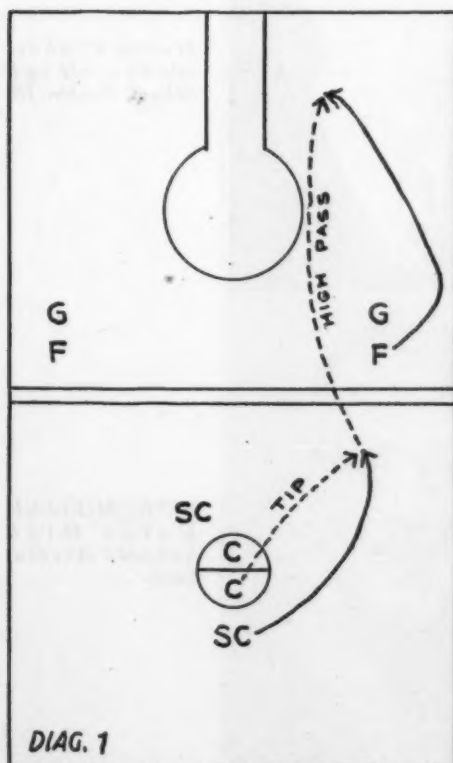
WHILE many articles have appeared in this magazine with diagrams showing the reader how championship boys' basketball should be played, no article has dealt with that sport which is rapidly becoming equally popular in many sections; that is, girls' basketball. I shall attempt to explain briefly the sys-

tem or systems which I have found to be very successful with girls' teams. The same style may be worked into the boys' games. I have done it and found that it works. My girls' teams have lost but six games in the last three years using these systems, and last year averaged 35 points per game to their opponents' 19 with a nineteen game schedule.

One of our systems, the overhead, requires very exact timing and passing. It is used in all courts; that is, the guards may use it to give the ball to the centers and the centers in turn may use it to pass to the forwards. It is also used from the tip-off.

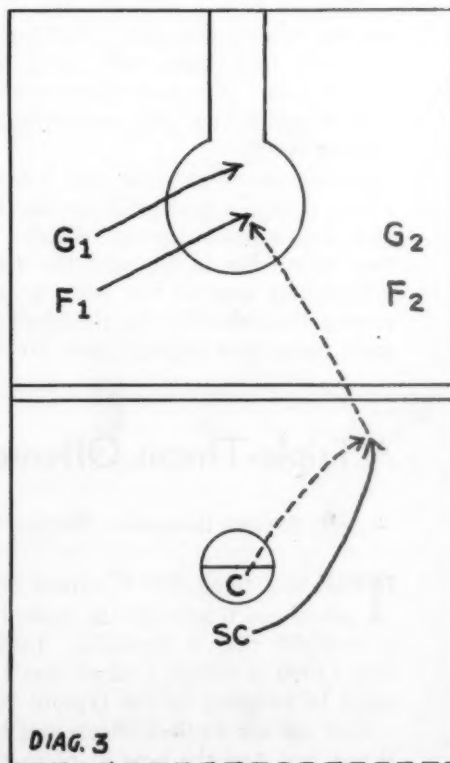
Example I. (See Diagram 1.) Tip-off. As the centers face each other my side center, who gives the signals, steps up behind her center and places her hands on the jumping center's hip. By pressing with either thumb or fingers she tells where she wants the ball tipped. Her signal, we shall say, is with the right fingers. This means to the right and ahead as her opponent may be a little to the left. The ball should be tipped so that she can take it high in the air just short of the forward zone. Her forward waits right at the line until the side center has caught it, or nearly so, and then pivots quickly around her guard and cuts for the basket. The pass should be a high arc pass above the guard's reach, and the forward should take it over her head and shoot. This will require lots of practice to get the timing and the pass just right, as it must click smoothly.

This style is easily mixed with others.



tem or systems which I have found to be very successful with girls' teams. The same style may be worked into the boys' games. I have done it and found that it works. My girls' teams have lost but six games in the last three years using these systems, and last year averaged 35 points per game to their opponents' 19 with a nineteen game schedule.

One of our systems, the overhead, requires very exact timing and passing. It



It eliminates too much passing in each zone and gets the ball to the basket quickly. It is nearly unstoppable against teams whose guards stand up to the center line close to the forwards. My guards stay half way back to the basket so they are always between their opponents and the basket and yet can move out to check long shots.

The other system we use is a check which I shall try to explain with one play. That should give the idea and the reader can work out others. The center tips and the side center receives, as in the above tip-off play. (See Diagram 2.) She may then pass directly to the forward in front of her, or to the one cutting across from the other side.

F2 makes a direct pass to F1 and then cuts in front of F1 and receives a return pass. F1 and G1 offer a block or check to G2 so that F2 has time to dribble in and shoot.

In the play shown in Diagram 3, after the side center passes to F1, F2 cuts in and takes a short pass from F1. G2 is blocked out as shown in Diagram 2.

Just one more hint. If your basketball floors are slippery and you don't want to mar them, use glycerin on your shoes. Pure glycerin will not mark and, I think, is better than vaseline.

## Teach Two Defenses

By Frank M. Beer,  
Castle Rock, Washington, High School

THE basketball team which maintains the best defense has a decided advantage over its opponents. Particularly is this true today where so many teams are using so-called legal block plays.

In order to meet these various styles of offense two systems of defense are almost a necessity to the well-balanced team. Teams using a short passing, fast breaking offense can best be stopped with a man-to-man assignment. Those teams that manipulate to get a defensive man at a disadvantage, by blocking him away from his opponents, can generally be most effectively halted with a zone defense. Championships have been lost by teams being unable to meet diversified attacks. Though this may seem a great deal to teach high school boys in the short time allotted, if one properly divides the practice periods, it is not so difficult as it at first appears.

If the zone defense is taught first, one will find that it has greatly simplified instruction in the man-to-man defense. The zone defense is also more readily mastered and works very well against early season offenses.

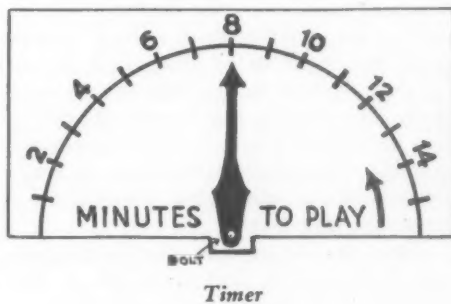
In teaching the zone defense, place the men in their correct positions and have two players attempt to work the ball in for a close shot. When only two men are used on offense, the defense gains con-

fidence and it also learns to shift to meet the ball. As the defensive men become more proficient, place more offensive men against them, until two complete teams are on the floor. During the early weeks of practice, at least half the time can well be spent on defense.

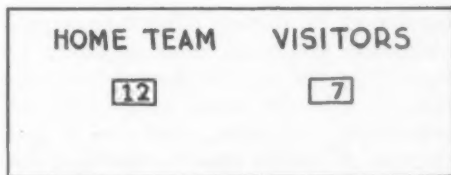
After the zone defense has been fairly well mastered and a few practice games played, it is well to start work on the man-to-man system. This is accomplished by having two men take the offensive and one man the guard position. But one of the offensive men is allowed to shoot; the guard is to check this man. Approximately game conditions are made in this way, and it allows for considerable maneuvering by both offense and defense. When enough improvement has been shown, three men may act as an offensive group, two of these being checked by two defensive players. Only two of these offensive men are allowed to shoot.

By continuous aid from the coach it is possible to develop a comparatively strong defensive system in a few weeks' time.

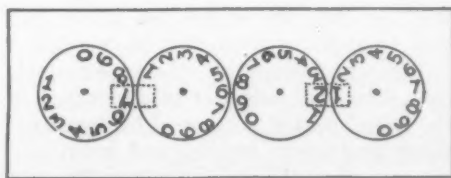
Many coaches feel that two defenses are unnecessary. It has been my experience, however, particularly in state tournament play, that, unless a team is able to use two styles of defensive play, somewhere along the line it is due for an upset, regardless of offensive strength. One defense cannot be effective against all offenses, and in this day of scientific play a winner must be strong defensively as well as offensively.



Timer



Scoreboard



Scoreboard in Detail

## Useful Devices, Easily Made

By W. B. McKittrick,  
Arcata Union High School  
Arcata, California

WHEN visiting other plants, I find myself continually looking for simple devices which may be used readily about the athletic field and gymnasium. Other coaches, I presume, are also on the alert for simple contraptions which will make their work easier and more efficient. Some of these ideas which I have picked up during the past ten years I would like to pass on to others in this profession who may be able to make use of some of them.

Two devices, a scoreboard and timer, add much to the spectators' enjoyment of basketball games. Scoreboards are common, but timers are scarce. Electrical timers are on the market, and are fine, but cost more than many schools can afford.

For several years, I have used a simple timer which has worked very well. It consists of a board painted black, about thirty inches square, with a white arrow attached at the middle near the bottom. A white semicircle is drawn, using the arrow as a radius. This line is divided into sixteen parts representing the sixteen minutes of a high school half. Every other mark is numbered left to right, bringing the eight at the top. An arrow pointing to the left with the words "To Play" is painted on the board.

To operate, a boy with an ordinary watch (a stop watch is better) will move the arrow at one minute intervals as the game progresses. Times out will complicate his job, but signals from the official timekeeper during each quarter and at times out are easily arranged. Boys become very proficient with a little practice. I have found that the spectators watch the timer carefully, especially when it is placed near the scoreboard, and will call for it if it is not used.

An excellent scoreboard, which is not hard to make, is being used in this vicinity. Four dials or wheels are arranged in pairs on the back of the scoreboard, in such a manner that they may be turned easily. Each dial bears numbers 0 to 9, and they are so placed that the numbers show through apertures on the board as they are turned. The dials should be large enough so that the numbers may be of sufficient size to be read easily.

Jumping pits on athletic fields are, too often, just a pile of sand. By removing the dirt to a depth of twelve inches and then lining the excavation with two-inch planks, a good-looking, permanent pit can be made. Old automobile tires, when cut in two and sliced-in about three inches from the cord at one foot intervals, can be nailed along the two sides of the plank to



make excellent padding. The raised surface of the tires tends to keep the sand and shavings in the pit.

Pits built in this way are inexpensive and will last for years, even in rainy climates, and always look well. White marks can then be placed at one-foot intervals along the sides of the broad-jumping pit so that the boys can tell, without measuring, the length of their jumps. This will effect a saving in steel tapes.

Bats and other implements such as hoes, shovels and rakes, which are used about the grounds and pits, are anathema to the janitor when he comes to sweep. Ordinary clothes hooks when screwed into the wall and turned sideways make good holders for bats since the handles will fit into them perfectly. Screw eyes placed in the ends of the rake, shovel and hoe handles, and hooks placed high up on the walls make convenient places to keep these useful utensils.

A can of bright, quick drying lacquer, preferably in one of the school's colors, is a good investment. A band of that color painted around the ends of the bats will keep opponent's batboys from "accidentally" mistaking them for his own. A similar stripe about the handles of the hoe, rake, hammer and shovel will prevent the janitor from assuming that they are his.

Various kinds of heat lamps are in common use. Many times they are difficult to adjust easily so that they will focus on the right spot from the right distance. A projecting arm built so that it will swing horizontally from side to side should be placed on the wall above the rubbing table. Screw eyes are then placed along the arm and wall, and a cord run through them. The lamp can then be attached to the upper end of the cord and a weight to the lower end, allowing the lamp to be raised and lowered. When not in use it can be swung up against the wall.

It has now become customary to keep the air in basketballs and footballs at a certain prescribed pressure. The pressure gauge is sometimes awkward to handle while working the pump. But it may be secured to the wall at a convenient height and connected to the pump with a piece of rubber tubing. Another piece of tubing, long enough to reach to the ball on the floor or table nearby, should be connected to the gauge. No trouble is then occasioned by the gauge bumping on the floor or turning so that it cannot be read while the pump is being used.

Regulation-sized circles for the discus and shot may be made by procuring a strip of  $\frac{3}{8}$  inch iron three inches wide and having the ends welded together so that the desired diameter is obtained. These circles can be easily carried to any part of the field and may be sunk flush with the ground by wetting the ground and tamping them down.

## Supervising the New Football Coach in a Small High School

By Martin C. Shoemaker  
High School, Rankin, Illinois

THE above title calls for a careful analysis if the reader is to comprehend clearly the viewpoint of the school executive relative to the essentials in the coaching of football. The term "new football coach" refers of course to that individual, inexperienced and new to the community, whose duty is to develop the football team. In addition to being a virtual stranger to the community in which he is to work, the coach is also a novice in a field for which he has been trained but in which as yet he has had no practical experience. The "small high school" represents that not uncommon type of school which, due to size, finances or tradition, does not employ assistant coaches or appoint faculty members to assist. All the responsibilities involved in the task of coaching football are shouldered by one who accepts his duties as a novice.

Will the new coach need supervising? Investigations and studies reveal the glaring lack of organized systems of guidance by school executives in this field. Such procedure appears to result invariably in the gross mismanaging of the multitude of tasks and details involved in a season's work, besides seriously impairing the health of young players. In many cases this lack of guidance is due to the timidity of school executives who hesitate to take part in an activity which only in recent years has come to be recognized as occupying a place in the educational program. As a result, the "hands off" policy is a prevalent practice. This condition prevails, although supervision of academic subjects in the small high school is on a relatively high level.

Some coaches are the enemies of their own profession in that they are of that aggressive, unco-operative type which resents all offers of aid. All in all, supervision in this field is conspicuous largely because of its absence. However, supervising the new coach is as necessary as supervising the new teacher of academic subjects. As the coach comes into the community a stranger, what does he understand of public opinion regarding the school and its athletic reputation as it exists in the community? Just as supervision in the academic fields aims at the improvement of teaching in the respective fields, so does the supervision of football seek to improve instruction in its realm.

The school executive, the superintendent, as he shall hereafter be designated, is the logical person, because of his comparatively long tenure, training and experience, to supervise the new coach. He sees coaches come and go; he is aware of their

weaknesses and strong points. He knows which practices make for success and the mistakes to avoid. He understands public opinion, when to cater to it and when to ignore it. He is in a position to assure the success of the football season from an educational standpoint and to "make" or "break" the new coach in the eyes of the community.

Without supervision, the work of the new coach, no matter how sustained and earnest the effort, is usually in vain. Failure to make good in his first position may lead to disappointment in the career he has probably chosen as his life's work. This supervising or guiding by the superintendent need not differ materially from the procedures employed in supervising teachers of academic subjects. The instant the superintendent exhibits a sympathetic, intelligent understanding of the difficulties confronting the coach, a high standard of co-operation between the two naturally follows.

Supervising the new coach does not necessitate an undue amount of time. Conferences are fairly numerous, though but few need be of considerable duration. Inspection visits are frequent. Mimeographed orders play a part, as do district athletic meetings. Lesson plans and rating cards are to be used. In the field of football the wise superintendent undoubtedly omits the giving of demonstration lessons unless in his collegiate career he was fortunate enough to have participated in athletics.

Whatever the ideas of the superintendent might be, this supervision is given even though there may be no felt need of it on the part of the coach. To delay is to court disaster, for mistakes and errors may result, the effects of which could be far reaching. However, as has been stated before, the superintendent is able to anticipate the needs before the coach becomes conscious of them.

The nature of the supervision varies as the football season progresses. For convenience, the season may be divided into four distinct periods: (1) prior to the beginning of the school term, (2) the beginning of the school term, (3) mid-season and (4) the end of the season. An attempt will now be made to point out some of the respects in which supervision is necessary to the successful culmination of the football season. While some of the activities may appear to be administrative and inspectorial rather than supervisory, no misunderstanding need result if one keeps in mind that the activities have as their objectives: (1) improving the teaching of football, (2) improving the coach as a teacher of football and (3) developing the physical efficiency of the players.

### Prior to the School Term

SHORTLY before the start of school the new coach arrives, ready and



eager to begin his work. Immediately the superintendent makes him acquainted with his surroundings. The importance of so simple a task is indicated by the ease with which the new coach adjusts himself to his work and by the new avenues of thought he becomes aware of. First, locker rooms are examined. Is the number of lockers sufficient? If not, then an understanding is reached relative to temporary provisions to be made until additional lockers are installed. Provisions for the cleaning and drying of uniforms are determined, for the health and physical comfort of the players are to be kept uppermost in mind. A minute program for the use of the showers is decided upon. The shower period is thus regulated, time is not wasted and players acquire healthy physical and mental habits. Also the school is saved a great expense on the water bill. The use of locker and shower rooms for visiting teams is decided upon. In schools where these rooms are ordinarily used by girls' physical education classes, proper arrangements are made to avoid confusion in their use on the days of games.

The office and dressing room of the coach are next visited. In many cases one room serves the double purpose, though it is not advantageous to have it so. However, the dressing room is located so that it commands a full view of the locker room. Only by being near his players can the coach hope to have them acquire rapid, orderly habits of dressing and bathing. Merely telling players what to do rarely brings the desired response; they at least must feel the presence of their coach. Here, too, the coach is in a position to control the mental attitudes of his players at times when it is highly important that they have the correct perspectives. It is in the locker room, when the season is in progress, that games are either won or lost, depending upon the high or low spirits of the players and on their wholesome or dissatisfied states of mind. If the office of the coach is not separate from the dressing room, then the one room should be large enough and equipped with seats and blackboards to serve as a lecture room. Here, also, private conferences may be held with individual players, officials and athletic goods salesmen.

The dressing room for officials is isolated from the teams' locker rooms; for the utmost privacy is assured officials immediately before and after games, and everything is done to avoid the stigma of favoritism.

A brief visit to the football field ends the first conference. Since fields are sometimes not located adjacent to the school, a suitable daily route is mapped out for the players to take. This becomes a matter of no little importance when it is discovered that holes made in lawns and terraces by shoe cleats bring angry protests from property owners. The safe, quiet,

orderly, unobtrusive passage of players from the school to the field is aimed at. Since sometimes the field is used by a community organization or by another school for play purposes, arrangements to avoid confusion in its use must be made. The condition of the field is noted with respect to the following needs: cutting of weeds, putting on sod, filling in depressions and leveling high spots. Operation of the drainage system is important, for the degree of its efficiency affects the condition of the field to the extent that games are or are not played on it within reasonable periods of time after rains.

The following day, the superintendent and coach make an inventory of the football equipment on hand. Its fitness for use is determined. The superintendent may suggest that the coach make out a tentative list of desired equipment. At this time a conference is also arranged with the football captain. By this means the coach secures an excellent perspective of the personnel of the squad that will report for practice. Beforehand, then, he learns of what to expect of the number reporting, the quota of experienced players, their academic standings and their physical make-ups.

### *The Beginning of School*

THE first day of school, the superintendent appoints a number of student assistants directly responsible to the coach. They are his "handy men" and perform the immediate important tasks of assigning lockers, doling out equipment and the daily routine tasks of managing the towel service and caring for the portable equipment. Freed of these encumbrances the coach has time, at the very first, closely to scrutinize and observe his players. Student assistants, having as their specific duty the transporting to and from the field after each practice session the portable equipment such as helmets, balls, dummies and lines, usually perform this service in a more efficient manner than is the case when players are left to care for the materials.

Individual differences may be recognized through the use of a simple weight and attendance chart posted in the locker room. Each day each player records his weight, thus providing a means for the coach to observe the effect that practice has on players. Accordingly he is able to arrange the practice periods to suit the individual players. The chart also provides a means of checking attendance at practice sessions.

Usually, a few days after school begins, district meetings for coaches, administrators and officials are held. Rules, interpretations and athletic policies as adopted by the district thus become common knowledge to both superintendent and coach. The coach is broadened; he meets other executives and other coaches and he

understands their positions relative to their athletic programs.

After a few practice sessions, the coach has a fairly definite idea of the quantity and quality of equipment necessary for proper outfitting of the players. This calls for a conference. What companies to buy from is worthy of consideration. The superintendent through his experience knows the companies that give the quickest service, have the best grades of materials, have the most reasonable prices and are the most honest. Although the superintendent is not arbitrary, any preference the coach may have is guided by these facts. To avoid confusion and conflicts, the order list is made out by the coach, checked by both and sent by the superintendent. On the receipt of bills the items are mutually checked before payment is made. Since the financial condition of the athletic treasury affects somewhat the size of an order the coach realizes that it is advisable to postpone the purchasing of highly desired but not immediately necessary equipment.

At this conference provisions for the treatment of injuries may also be determined. The coach with first aid materials is able to care for minor injuries. More serious cases demanding professional attention are cared for under arrangements made by the superintendent prior to the beginning of school.

Making of the schedule and selection of officials are tasks for which the superintendent assumes the greater responsibility but, that he may understand the principles involved, the coach is invited to participate. A grave danger to guard against is the scheduling of too many games; for to do so usually works havoc with the health of young players. One type of good schedule has a double climax or two parts. The first opponent offers an easy practice game. Two harder games follow, with the fourth game being one of the most difficult on the schedule. With a week of rest, play is resumed with a comparatively weak team, followed by two games with stronger teams. The final game of the season is played with the traditional rival. Such a schedule, while not always possible, is ideal in that but eight games are played, and the players are given a period of rest in mid-season in which they may gain strength for the final drive instead of being worn out by a steady series of contests.

In selecting officials, the superintendent knows those most capable, those to avoid and the fees to offer.

At least a week before the first "away from home" game, the means of transporting the players is worked out. Safety is the paramount factor to be kept in mind, while the community and past practices receive due consideration. Under no circumstances is this matter to be left up to the players, for school authorities realize

*(Continued on page 40)*

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JOHN L. GRIFFITH, Editor

## Football Is Here Again

AT this moment of writing, the spirit of pessimism that was so much in evidence in midsummer has been superseded by a brighter spirit of optimism. While there is still a large army of unemployed, yet in some places employment has improved. The railroads are in better shape than they were in May and June. More individuals are shareholders in A. T. and T. and U. S. Common than in 1929. Certain industries report satisfactory progress, some farm prices have improved, bond and stocks are rising.

Since it costs money to maintain and operate an athletic and physical education plant, football is affected by the appreciation of commodity prices and by general business conditions. If the country is on the way back to good times, then football will likewise prosper, and the results should be in evidence this fall.

One hundred and five thousand and one hundred thousand spectators, respectively, saw the opening and closing ceremonies at the Olympic Games. The largest crowd that ever attended a ball game at Wrigley Field witnessed a Cub game in Chicago recently. Thirty-three thousand spectators paid admission to see the Post-Olympic track meet sponsored by the Chicago *Daily News* and fully as large a crowd saw the Golden Gloves Boxing Tournament as sponsored by the Chicago *Tribune* this summer. These few illustrations serve as incidents in showing that the American people are fully as enthusiastic over sports as they ever were.

The fears expressed by some that the new rules would tend to make the game uninteresting have not been justified in the light of the games so far played. Only such spectators as are well versed in football will this fall be cognizant of the fact that the rules were changed. The rules, after all, were modified for the purpose of eliminating some of the unnecessary hazards from the game.

While the country's educational institutions are still feeling the effect of the business recession, and while it is true we cannot expect much financial support this year from school boards and college trustees for the athletic programs, yet if the opening games are well

attended the prospects for a successful season as viewed from a business standpoint will be enhanced.

It would be fine if artists could "paint only for the love of the painting," but artists must sell their pictures in order to live, travel and study. It would be fine if athletic directors could maintain effective programs without cost, but the ways and means of doing this have never yet been devised. It cost Los Angeles well over a million dollars to stage and promote the Olympic Games, and it cost more than that to train the athletes and to transport them to and from the games, yet this expenditure of money was justified. It will cost a considerable amount of money to support school and college football this fall. Most of this money will come from the spectators. If the coaches stage clean and wholesome contests that provide the spectators with worthwhile entertainment, and if the boys who play are benefited, football will be worth all that it costs.

## Financing the American Olympics

EVERY four years there is trouble in connection with the raising of the Olympic fund and in the matter of paying the expenses of the school and college boys to the preliminary Olympic tryouts and to the final meets at which the teams are selected.

This year some of the boys who were eligible to compete in the Olympic finals elected to break training at the end of the college season because they saw no way by which they could make the trip to Palo Alto and the other centers where the final meets were held. Others made the trip by auto and a few "hitch-hiked" their several ways to the games. Some who were able to get to California were stranded there and had great difficulty in getting back home.

These conditions are inexcusable and should be corrected. In order to understand the inadequacy of the system which has been tried so many different times and each time found unsatisfactory, it may be well to explain the plan which has been in operation. In the first place, the American Olympic Committee each Olympic year appoints a finance committee to raise money for the Olympic Fund. The money is raised by contributions, by staging various benefits and from the profits of the different preliminary Olympic meets. The report of the Olympic Finance Committee not having as yet been published, it is too early to state how much money was raised by the Committee and how the funds were expended. Mr. Avery Brundage was reported in the Los Angeles papers as having stated that New York City contributed something like \$5,000 to the Olympic Fund. The profits of the National Collegiate Track and Field, and the Swimming and Wrestling Meets were turned over to the Olympic Treasurer. The Pacific Coast universities guaranteed \$65,000 to be used in defraying the expenses of university men east of the Mississippi River to the I. C. A. A. A. Meet in Berkeley. The total cost of the two special trains that were chartered to transport the 250 Eastern men to the coast, together with local expenses in California, return trip tickets and travel expenses back home was approximately \$68,000. The profits from this meet were used in paying the cost of the



meet. A fine crowd witnessed the final track and field preliminaries in Palo Alto and the profits were to be donated to the Olympic Fund.

The schools and colleges made a sizable contribution to the Olympic Fund. The colleges, however, spent a great deal of money which does not appear in the records. Indiana University, for instance, promoted the preliminary Olympic wrestling meet at a cost of nearly \$1,000 to the university. Teams were sent to five different meets, the profits of which were turned over to the Olympic Fund. The university, however, paid the expenses of the athletes who represented that university in these various meets. Thus Indiana contributed indirectly in a large way to the Olympic Fund. What is true of this one university is true to a larger or lesser degree of every college in this country.

It is customary for the Olympic Committee to assume the expenses of the athletes chosen for the various teams from the place of the final tryouts to the Games and back to their several homes. This year, since the final track meet was held in California and since most of the men who competed in that meet purchased round trip tickets, the cost of financing America's track team was comparatively low. The money raised by the Olympic Committee in other years has been used in paying the expenses of the various committees and in transporting the athletes, coaches, officials and committeemen to the Olympic Games and back home again.

Some plan should be worked out whereby the expenses of the athletes would be paid to and from the final preliminary meets. If this were done, the places and dates of the various meets should be announced at least two years in advance of the games.

Since the vast majority of the members of the more important teams are undergraduate school and college boys or recent graduates, it would be fine if at the close of each Olympiad the athletic departments of the educational institutions would assume the responsibility of paying the expenses of the school and college athletes to the tryout meets and would pay into the Olympic Fund the equivalent of the cost of transporting the men selected as members of the various teams to the games and home again.

The following plan might be worth consideration. Let the country be divided into districts. (The eight N. C. A. A. districts might serve the purpose.) The schools and colleges in each district then might voluntarily undertake to raise a district Olympic Fund throughout the four years preceding the next Olympics. This money could be raised by setting aside a percentage of the receipts of swimming, wrestling and track meets, etc., held throughout the four years in question. Various benefits might be staged not only in the spring of the Olympic year but frequently throughout the four preceding years. The district fund would then be used as suggested above toward paying the expenses of the men from the district.

If this plan were followed, the burden of the Olympic Finance Committee would be lessened. The school and college men would know that they would be given every opportunity of trying out in the final meets, and the educational institutions would thus undoubtedly be more interested in doing their share toward paying the expenses of the Olympic teams. Further, more

people would have a part in contributing to the success of the nation's representatives in the Games.

## The Tenth Olympiad

THE Olympic track and field team that won points for the United States was a national team, the point winners coming from all sections of the country. In the Olympic Games only the men who win first, second or third in the various events are honored. Figuring on a point scoring basis of five points for first place, three for second and one for third the men from the different sections scored as follows.

For the South, Beard of Auburn, Hardin of Louisiana State University and Toppino of Loyola of New Orleans scored  $7\frac{1}{4}$  points.

Carr of Pennsylvania, Warner of Yale, Sexton of Georgetown, Anderson of Cornell, Zaremba of New York University and McClusky of Fordham earned a total of  $19\frac{1}{2}$  points for the East.

For the West, Eastman, Dyer, Rothert, La Borda and Miller of Stanford, Hill of Oregon, Kiesel of California, Wycoff, Ablovich and Van Osdel of the University of Southern California and Jefferson of the University of California at Los Angeles scored a total of 26 points.

Tolan of Michigan, Metcalfe of Marquette, Simpson of Ohio State, Saling and Gordon of Iowa, Taylor of Grinnell, Fuqua of Indiana, Redd of Bradley and Bausch of Kansas scored  $37\frac{1}{2}$  points for the Middle West.

## The Lunatic Fringe

PRESIDENT ROOSEVELT once suggested that certain types of political thinkers and agitators constituted the "Lunatic Fringe." Senator Moses had in mind the same type of individuals when he referred to them as "Sons of the Wild Jackass." There will always be a few persons who will be known for the things that they are against and not for that which they are for. It is a mistake, however, to take these people seriously. The great mass of the American people is not much moved by the scathing denunciations of the agitators. We have learned that progress is made by the slow and steady process of evolution and we are not eager to destroy established institutions in the hope that those who have found fault with those institutions will be able to offer something better in their stead.

In athletics and physical education we also have our "Sons of the Wild Jackass," if we employ that term to designate those who attack the school and college athletic system without offering anything better to take the place of that system. Our present system is susceptible of improvement and no one is or should be satisfied with things as they are. The improvements will come, however, as a result of honest thinking and steady toil on the part of the builders who will replace a worn out beam here, strengthen the foundation there and add to the structure now and then.



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#X9L



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UNIVERSITY OF MICHIGAN  
DEPARTMENT OF INTERCOLLEGIATE ATHLETICS  
FERRY FIELD-ANN ARBOR

May 24, 1932

The F. Goldsmith Sons Co.  
Cincinnati, Ohio

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I have just concluded my spring training,  
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Football.

After a most critical and severe experi-  
mentation, I find your Official Football gives  
as much distance and accuracy as any ball that  
I have punted. It not only is a splendid ball  
in play, but holds its shape and I believe it is  
a step toward economy to use the Goldsmith  
Official #X9L Football.

With my most sincere regards, I am

Sincerely yours

*Harry G. Kipke*  
Harry G. Kipke  
Football Coach

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**Wholesale Each  
\$8.90**

**Endorsed by Harry G. Kipke,  
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Severe tests under every conceiv-  
able field and weather condition  
have proven this to be the finest  
passing and kicking ball ever pro-  
duced. Made of selected Tem-  
pered Hide and backed with the  
new multiply double lining which  
preserves the shape. Perfect in  
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**"Piggie" Lambert Official Basketball**



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**Endorsed by "Piggie" Lambert,**  
**famous basketball Coach of Pur-**  
**due University, champions of the**  
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A ball that handles easily and whose perfect balance makes for exceptionally accurate passing and shooting. Made of especially selected Tempered leather and double lined with the new multiply lining. Official in size, shape and weight.

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LAFAYETTE, INDIANA  
DEPARTMENT OF PHYSICAL EDUCATION FOR MEN

July 30, 1932.

The P. Goldsmith Sons Co.,  
Cincinnati, Ohio.

Dear Sirs:

After testing the new "Piggie" Lambert official basketball very thoroughly I can honestly say that it surpasses my own fondest expectations.

It is a ball that handles easily and its perfect balance makes for accurate passing and goal throwing. I also find that the rubber valve makes it very true on the rebound. The new multiply lining is the real thing and does the trick, for the basketball after having been tested over an extended period of time still retains its original perfect shape.

It is needless to say that I am very enthusiastic over this ball and very glad to have had the opportunity of working with you in producing, as well as endorsing it.

Sincerely,  
**"Piggie" Lambert**  
Basketball Coach.

# Changes in the Football Rules of 1931-2

By F. A. Lambert

Member Football Rules Advisory Committee

**NOTE**—All references to rules are to the Official Football Rules of The National Collegiate Athletic Association of 1932 as published by The American Sports Publishing Company. To utilize this article in the maximum, it is necessary that the reader have a copy of The Football Rules of 1931 and 1932 available for comparison, reference and study.

## GENERAL

**AN APPEAL YOU SHOULD READ**—Before you start a study of the Football Rules or a consideration of the Changes of 1932, you should turn to Pages 74 and 75 of The Football Rules Book and "tune in" with the 1932 spirit of the Game. Thereon is a message for you regardless of your interest in or connection with football. I am confident that, after reading this valuable message from The Rules Committee and The American Football Coaches Association, you will view the "picture" correctly and understand the Changes of 1932 better and the purpose of the changes.

## RULE 1 THE FIELD

Note in Section 2, that marking in white is not compulsory. The note following reads (new in 1932): "*If lime is used for marking, it should be thoroughly slaked.*" This is one of the precautions taken in 1932 to make the game safe for the boys playing it. Unslaked lime too often has caused burns on the exposed skin of players and when got under the eyelids may lead to a serious burn.

## RULE 3 DEFINITIONS

**SECTION 2, ARTICLE 3 (PAGE 5)**—Read the definition of a *Free Ball* and you will part with the old idea that a Free Ball is one which all players are eligible to recover. In other words, when team A punts to B and the ball is either in the air or untouched by team B, it is a Free Ball under the definition, but team A is not eligible to recover or touch the ball. Note also the Exception mentioned in Section 2 which pertains to a forward pass not being considered a Free Ball. The last sentence of Rule 10, Section 1, Article 2, Page 47, reading, "*When the ball is free, players who have a legal right to recover the ball may use their hands or arms to push opponents out of the way in order to get at the ball,*" will convince you that the term *Free Ball* does not mean a ball which every player may touch or recover legally.

**SECTION 3—BLOCKING**, is quite comprehensible, as is **SECTION 35, TACKLING**. Both these definitions are new and a part

of the 1932 Rules changes to make the game safer for the boys playing it. The Supplemental Notes under both Section 3 and Section 35 are more important than the Sections themselves. It is just as well to "hook up" these two definitions at the same time. They define or explain both the Flying Block and Flying Tackle, which are prohibited in Rule 10. In either it is *illegal* if the player dives or throws his body *through* the air. Place your emphasis in the definitions and your observations upon the words *through the air*, for the player may leave his feet only at the *instant* he makes contact with the opponent. During the recent spring practice we had demonstrated to us many times a legal and an illegal (flying) block and tackle. There is a very appreciable difference and the legal CAN be coached even more easily, I believe, than the illegal (flying). We might just as well turn to Page 48, Rule 10, Section 1, Article 5, and complete the "picture" by studying the prohibition against the Flying Block and the Flying Tackle, noting especially that this also gives a little much needed protection to the forward passer. Too often players have made a vicious flying block upon the forward passer, not to stop the pass, but to put the passer "out." In the latter case the penalty is enforced from the spot of the last down; otherwise there would be no distance penalty actually given.

One reason why a Referee should be behind and beside the passer or kicker is to note whether any defensive forward who has broken through makes a flying block or flying tackle on either. Neither is legal either before or after the ball has been passed or kicked. A good Referee will see such and penalize for it under the 1932 rules.

**SECTION 4—CLIPPING**—The definition is clear and, I believe, generally well understood. The Supplemental Note following the definition is further strengthened in the 1932 rules to show that a block from the rear, while legal from the standpoint of the initial contact, may result in a clear case of "ham-stringing" (Clipping).

**SECTION 9, ARTICLE 1—FAIR CATCH** and **ARTICLE 3—OPPORTUNITY TO MAKE A FAIR CATCH**, seem to bother less experienced officials, coaches and most players. First, get fixed in your mind that *no signal* is necessary for a player to have an opportunity to make a fair catch of a ball in the air, kicked by an opponent. Even though it be a Free-kick (kick-off) players

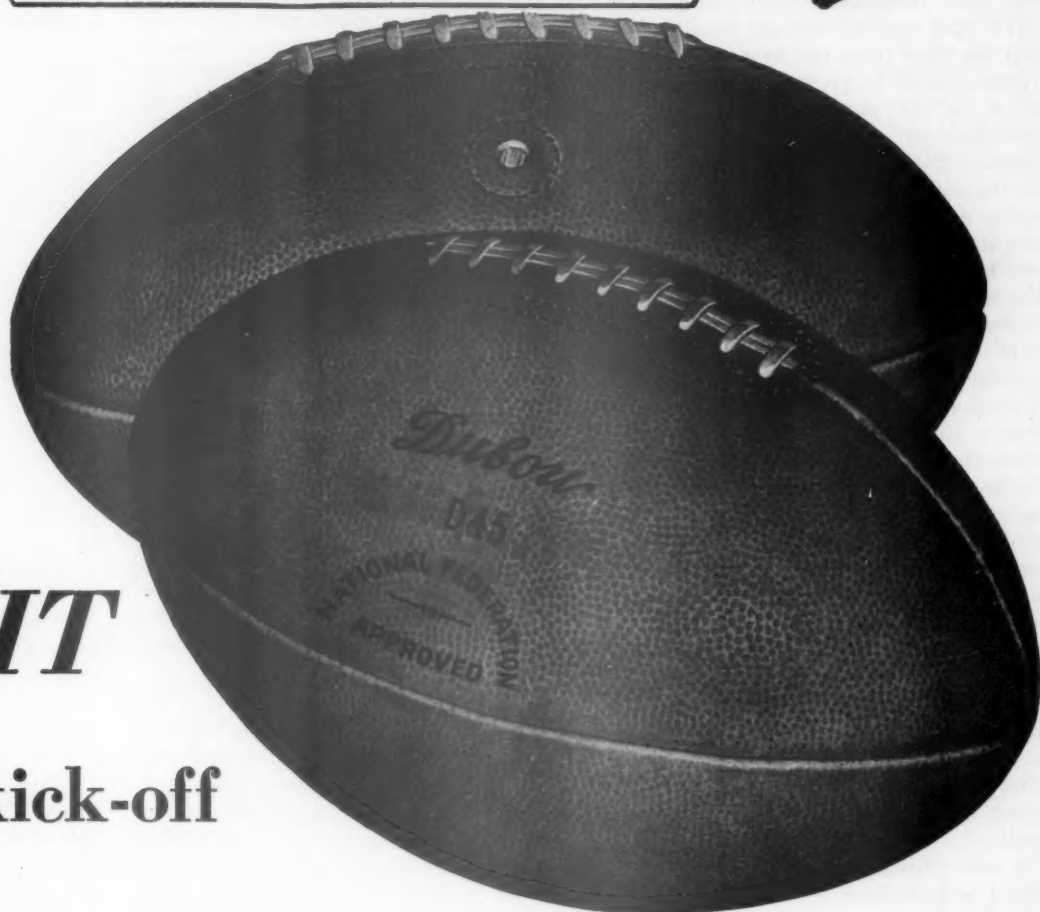
of Team B are now (1932) accorded the opportunity of making a fair catch without interference by any player of Team A, (Page 37, Article 3).

**SECTION 5—CRAWLING**—Note the words, "*an attempt to advance the ball*" and keep in mind that the *body* of the player need not be advanced to make this foul. I have known players who attempted Crawling most often by trying to push the ball forward a yard or so after it was dead—even blown dead. Penalize for this, for it is a practice which is extremely displeasing to the defense. Note also that the words, "*While he is in the grasp of an opponent,*" which were at the end of this definition in 1931, have been deleted in conformity with the 1932 Dead Ball Rule 7, Section 7, Article 1 (a), Page 34. Right here we might advantageously take up a consideration of the *new* Section 21, a 1932 definition of *Piling Up*, at the bottom of Page 9. Note in the latter also that the words, "*While he is in the grasp of an opponent*" are not included. In the 1932 Rules these words are not necessary for the ball to be dead and therefore are not necessary for the fouls of Crawling and Piling Up to occur.

**SECTION 17—THE KICK-OFF**—Note that under the present rules the ball may be put in play by Team A by a *drop kick* or a *place kick*. The drop kick is a new provision.

**SECTION 21—OUT OF BOUNDS—ARTICLE 1**—Note that so long as the ball is in possession of a player, it is not out of bounds by virtue of the fact that the runner may touch another player or an official while the runner remains inside the side-line. The position of the runner determines the status of the ball in the above case. Remember though that the Linesman's Assistants are not Officials—just spectators. *Article 2* states though that if the ball is *free* (read Definition 2, Article 3, Page 5) and strikes a player who is on or outside the side-line, it is out of bounds. Note in *Article 2* also that the ball is not out of bounds if, when free, it strikes an official and bounds back on the Field of Play. *Article 3*, on Page 35, will make it clear why. After reading the entire Section 21, note that if a ball is kicked high, goes across the side line and is carried back on the Field of Play or End Zone by the wind, it can not be regarded as having been out of bounds, for it did not touch anything (in the air).





## ***RIGHT*** from the kick-off

**E**VERY coach knows the importance of having his team hit its stride at the start of the season. Two or three triple threat backs, a couple of speedy ends, and three or four experienced linemen would help. But players aren't made to order. The coach must do the best with what he has.

With equipment, it's a different matter. Quality equipment is as easy to order as shoddy or seconds, and costs relatively little more. It gives a team that early season morale that helps to carry it through a successful season.

Dubow equipment, without sacrificing a superior standard of quality, is priced to meet "depression" budgets. The coach who uses Dubow equipment can be assured that he is **right**—from opening kick-off to final gun at the end of the season.

**Dubow D45 football**—Valve type; double lined. Conforms in size, shape, and weight to specifications of National Football Rules Committee. Approved for the fourth consecutive year by the National Federation of State High School Athletic Associations. Originally designed as a high school ball, the D45 is now used by many college coaches.

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**Dubow F65 football**—An ideal practice ball of high quality and reasonable price. Does not quite meet the high standards set for the D45.

**Dubow pads and shoes**—Designed by Frank Haggerty, coach of national championship Great Lakes team during World War.

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SECTION 23—PILING UP—We have discussed this in connection with *Crawling*.

#### RULE 4

ARTICLE 2—LEGAL DELAY—Note that the Field Captain *alone* is authorized to request a time out and then *only* through the Referee. Note further that each team may have *three* times out during each HALF (not quarter) without penalty, but after the three times out have been taken, a penalty shall be given *unless* such time out is for the purpose of removing an injured player. Note further in the Supplemental Note following that the Referee has the authority to cause the Field Captain to designate THE injured player. A very literal interpretation of the rule on my part is that, if after the three times out allowed a team under Article 1, the Field Captain requests a time out and designates the player who is injured, the Field Captain is allowed only time out sufficient to *remove* such injured player and is not given a time out of *two minutes* within which the Trainer or Coach may decide whether the player is to be removed from the game. It is my judgment that the wording of Article 1 and the A. R. following it specify that unless the *purpose* in stopping the game is to REMOVE the injured player and send in a substitute, a time out shall be charged. If this be the fourth or more time out, the usual 5-yard penalty is given. As suggested by the Rules, turn to Page 57 and study the last A. R. to determine the down, keeping in mind that the first down had been declared before the foul (Time Out) was made.

A new provision in the way of more liberal substitutions is contained in the second paragraph of Article 2. Since Section 2 of Rule 5 is altered to permit a player to enter and leave the game *four* times (it is possible) and Article 2 permits substitutions to be made whenever *time is out*, this literally means that if the substitute rushes upon the Field as soon as time is out and a player is removed without more delay than necessary for the exchange, *no* time out is charged to the team. If, however, a Field Captain calls for a substitute when time is NOT out, or if the Coach sends a substitute on the Field when time is NOT out, then the Referee charges a time out against that team and so notifies the Field Judge and the Field Captain. Officials, Coaches and Field Captains better study Article 1 again and often to be familiar as to WHEN time is out.

Note in the penalty that if the distance penalty is given the defensive team, the offensive team does not get a first down *unless* the 5-yard penalty carries the ball beyond the point to be gained for first down.

CALLING TIME OUT—As Referee you must, when taking time out, appreciate

that the Field Judge (or the timer) is not a mind reader and he may not become *apprised* of the fact that time is out until perhaps thirty seconds after you have called the time out unless you specifically indicate as much immediately. Read the last Supplemental Note under Rule 13, Sec. 2, Page 57. It is quite practicable to indicate that time is out and that the watch should be stopped immediately by blowing the whistle *two or more* times in rapid succession. It is equally important that the Field Judge (or timers) be informed also to whom this time out is to be charged. Indicate which team (or the Referee) is to be charged with the time out. After each time out for a Captain, it is highly advisable to check the times out charged to each team by saying, "This makes three times out for the red team, and the blue team has had two times out. Is that correct?" Keep a record of these times out on a card or in your mind and check regularly with the Field Judge, who has a written record also. The altered 1932 Rules make this an item of more importance than previously. In *every* instance in which one of the teams is charged with a time out, indicate as much to *both* Field Captains in a loud clear voice, inform the Field Judge (if far removed from you) by pointing to the team so charged and then make a record of it quickly.

MORE IMPORTANT NOW—Turn to Page 15 of your Rules, study Section 3, Article 2, the penalty and the Supplemental Notes, and realize that one of your most important duties is to indicate quickly and certainly with two, three or four rapid and loud blasts of the whistle *every* time the ball is dead for a time out (out of bounds, touchback, penalty, incompleting pass, etc.). For, it is at this *instant* that a substitute may rush upon the field and report; anticipate a substitution whenever time is out.

#### RULE 5

##### THE PLAYERS, SUBSTITUTES AND THEIR EQUIPMENT

SECTION 2—SUBSTITUTES—This Section contains one of the very marked changes in the Rules of 1932. It was made, I believe, to allow a player, apparently injured or fatigued, to be withdrawn, examined and returned during the next *quarter* if desired rather than to wait until the next *half* started. If withdrawn during the third period or quarter he may return now during the fourth period. A player, as usual, may complete a period and be withdrawn and unless he participated in a play in the next period he is regarded as having participated in only that period at the end of which he was withdrawn. Diagram a rectangle divided into four areas, regarding each as a quarter and show how it would be possible for one player to enter the game four times

and be withdrawn four times under the 1932 Rules. It is possible.

UMPIRE TAKES SUBSTITUTIONS—Note that a substitute *must* report to the *Umpire* and NOT to the *Referee or Umpire*, as in 1931. This change, I believe, was almost necessary, for with such liberal substitution now possible, *one* Official and not more than one should be responsible. It is advisable, I believe, for Coaches to instruct all their players that a substitute *must* report to the *Umpire only*. The Umpire must, if the liberal substitution rule is to be popular (not delay the game), anticipate a substitution whenever time is out, be alert, receive the substitute and anticipate that the Field Captain will be on hand promptly to approve or disapprove the substitution and receive such information, through the Umpire, as may be given. I usually make it a practice, when I umpire, to call the Field Captain and have the incoming substitute state the player who is to *leave* the game and also give such information as applies to the *change of position* of players. In that way I avoid getting the wrong player off the Field and also I care not to take the responsibility of repeating what the substitute told me about alterations in the arrangement of players; I often can not pronounce the names and possibly there is more than one boy on the team of the same or similar names—I cause the Field Captain to take the responsibility, BUT I censor carefully WHAT the incoming substitute says.

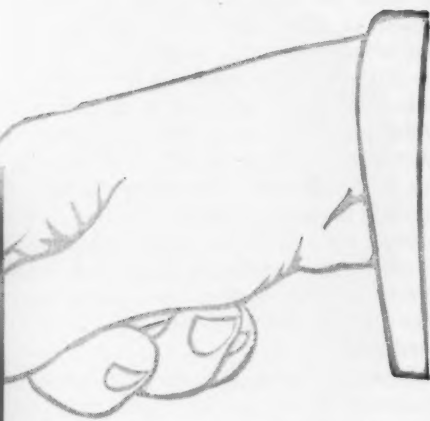
UMPIRE AND COACH KEEP A RECORD—When I umpire I use a small card which fits into the pocket of my shirt and all I record is the number of the *outgoing* player each quarter. I care not about the numbers of the players who are playing. By having the number of each player who has been withdrawn from the game *THAT* quarter, I quickly can "catch" him if he attempts to return *THAT* quarter. With so many substitutions possible under the 1932 rules, it seems necessary that a Coach have an Assistant close at hand to keep an accurate record of players withdrawn each quarter.

SECTION 3—EQUIPMENT OF PLAYERS—This Section contains one of the MOST important changes in the Rules of 1932, but the changes, boiled down, are simple and specific. No one questions but that they were made for the best interests and safety of the boys playing the game. Since four different surveys have shown that the majority of the injuries were sustained by *defensive* players, it is my judgment that as one reads and notes carefully the changes of 1932 pertaining to equipment he realizes that they were made for the protection, especially, of players on the defense.

I believe that the rules are quite clear as to what a player *may* wear, but expressed in the language of the game, I may



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BUILT into the Spalding RJ is the best reason a coach could have for insisting on a particular helmet.

For the RJ is constructed with stiff crown, stiff moulded earpieces and back. *The headband is set half an inch inside the crown, front, sides and back of the headguard.* There is always space between the guard and the head, *even upon impact.* No blow, regardless of how hard, reaches the head!

In addition, this construction allows air to pass up into the guard, keeping the head cool. The RJ refuses to be pulled down over a player's eyes. The headband holds it in perfect position at all times,

and under all conditions of play.

When you see the RJ and other Spalding headguards you'll know why so many good teams use Spalding equipment. Send for the Spalding Football Catalogue. It will be a great help to you in outfitting your team properly, no matter how many mean tricks the depression may have played on your budget. A. G. Spalding & Bros., 105 Nassau St., N. Y. C.

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★ STORES IN ALL PRINCIPAL CITIES ★

add that no longer may a player wear the hard molded thigh guards, *unpadded*. So hard in fact were they that one could drive nails with them. Nor may he wear the hard knee cups of molded leather or fibre, the very point of contact often between a tackler's head and the Runner. The same applies to elbow pads—the hard, unyielding material is prohibited, BUT note that "All players must wear *soft* knee pads." You ask why this is *mandatory*. My answer is that a player's kneecap is equally as hard as a molded cup and if the defensive player is to receive the maximum protection, some softer material (softer than the human knee) should meet the tackler's head or shoulder.

Since the manufacturers of players' equipment have been demonstrating 1932 LEGAL equipment (covered as it should be) since last February, it seems unnecessary to elaborate upon it here. Occasionally some fine player, like McEver of Tennessee, can play the game only by wearing a metal hinged knee brace. Such is permitted and I personally think it should be, but for the protection of defensive opponents the same should be padded externally as the Rules specify.

Note in the first paragraph of Section 3 the words *endangers* and *confuses*. Note then on Page 20, under Special Notes *what* the Committee considers as *confusing*. The Rules Committee has put the issue squarely up to both *Coaches* and *Umpires* to permit the boys to play wearing *only* such equipment as does not endanger or confuse opponents. Regardless of which you happen to function as, assume your full responsibility and preserve the game and the boys.

Note that whereas the last Special Note in the 1931 Rules read, "The use of grease or slippery substance *on the clothing* of players is forbidden," the 1932 Rules have eliminated the words "*on the clothing*," which means that a player may not use a greasy or slippery substance anywhere on his person. The worst violation of this Rule, in principle, last year (it was then technically legal) was the practice of some teams wearing no stockings and putting a greasy substance on the legs. This now is a direct violation of the Rule.

It is well, I believe, to call especial attention to the penalty under Section 3, the Equipment Rule. Note that it is *Suspension* only unless the fault is corrected within two minutes.

**RULES ALTERED FOR A PURPOSE**—It is my belief that the Rules were altered with reference to legal and illegal equipment primarily and solely for the protection of the boys playing the game. In doing so, the Committee has placed the Umpire in the game to see that this rule is enforced and respected. The Coach who puts illegal equipment on a boy or an Umpire who "winks at" the rules and permits the

boy to wear it against the opponent, takes a responsibility I do not care to take as Umpire. If a boy is badly injured or killed in a game which I umpire, I expect to have placed myself "in the clear" prior to the kick-off by making specific inquiry of each Coach and examining any equipment which he is in doubt about being legal. Recently aluminum cleats have made their appearance, but these ARE ILLEGAL, for Rule 5, Section 3, says "plenty" about projecting metal on a player. So, rule them OUT.

## RULE 6 THE KICK-OFF

**SECTION 1—GENERAL PROVISIONS.** As noted, the kick-off may be made now by a place kick as formerly or by a *drop-kick* (1932 change).

**FIVE PLAYERS BETWEEN 45 AND 50 YARD LINES**—At the bottom of Page 20 (Section 1) will be found the new 1932 provision that *at least five* players of the receiving team must be between the 50-yard line and the 45-yard line of the receiving team when the ball is kicked. The Approved Ruling following Section 1 sets forth in substance that if there are not at least five players within 5 yards of the Restraining Line of the receiving team, it is just another off-side play with a 5-yard penalty. It is obvious that if the Restraining Lines of the two teams on a kick-off are changed as the result of a penalty, the restraining line for the five players mentioned would be altered correspondingly and then be, as usual, just 5 yards from the new Restraining Line for the receiving team. This in brief is stated in the penalty which follows Section 1. Read it.

**SECTION 2—KICK-OFF OUT OF BOUNDS**—(Page 21).

**ARTICLE 1—BETWEEN THE GOAL LINES**—This Article is indeed an important one for an official to study well and remember; it is a *specific* ruling. To grasp the full meaning of wherein and why it is a *specific* ruling on a kick-off, turn to Page 39 of your Rules and study Article 6 and its Approved Ruling. For study purposes we might take a hypothetical case, another play like this: On a free kick the ball goes out of bounds after having been kicked beyond the restraining line of the receiving team and thereafter having been touched by a player of the receiving team before going across the side line between the goal lines. *Ruling*: If on first kick-off, the ball must be kicked off again. If on a second kick-off out of bounds, the ball is to be put in play by Team B on its 40-yard line. If on a free kick following fair catch or safety, the ball is to be ruled as having been in play and is B's ball out of bounds (see Article 7, Item 1, Page 39).

Following Article 1 (Page 20), in the 1931 Rules was the following A. R.:

(A. R.) *Kick-off goes out of bounds a second time and off-side by kicker's team occurs for the second time. Ruling: Ball to be put in play by Team B on their own 45-yard line.*

This seemed to bother some; apparently they failed to make a full analysis of it.

In the 1932 Rules are two new A. R's on Page 21, which replace that of 1931. They read:

(A. R.) 1. *The first kick-off goes out of bounds and there is a violation of the kick-off formation. Ruling: The ball is to be kicked off again from Team A's 35- or 45-yard line, as the case may be.*

2. *The second kick-off goes out of bounds and again there is a violation of the kick-off formation. Ruling: The ball is to be put in play by Team B by a scrimmage on its 35- or 45-yard line, as the case may be.*

*The penalties are not cumulative.*

**FAIR CATCH ON A KICK-OFF OR FREE-KICK**—It seems fitting to cover this point right here in connection with the Kick-Off and then refer to this discussion when we get back to Rule 8. Study the following, using the 1931 and 1932 Rules:

As soon as the ball is kicked (any Free-Kick) remember that the team receiving the kick-off has the privilege of making a fair catch as long as the ball is in the air, without interference by any player of the kicking team (same on a free-kick following fair catch or safety), but when the ball touches the ground there are twenty-two players eligible to recover the ball. Refer to your 1931 and your 1932 Rules Books and note the following differences:

In 1931, Rule 8, Section 1, Article 3, Page 35, reads:

**ARTICLE 3.** *When a player has an opportunity to make a fair catch, opponents shall not interfere with him or the ball, except that on a kick-off or free kick, the kicking team may attempt to catch or recover the ball, even though a signal has been made.*

**PENALTY**—Loss of 15 yards; the offended team to have the fair catch whether or not the ball was caught.

In the 1932 Rules the same Article reads (Page 37):

**ARTICLE 3.** *When a player has an opportunity to make a fair catch, opponents shall not interfere with him or the ball, even though they be eligible to recover the ball.*

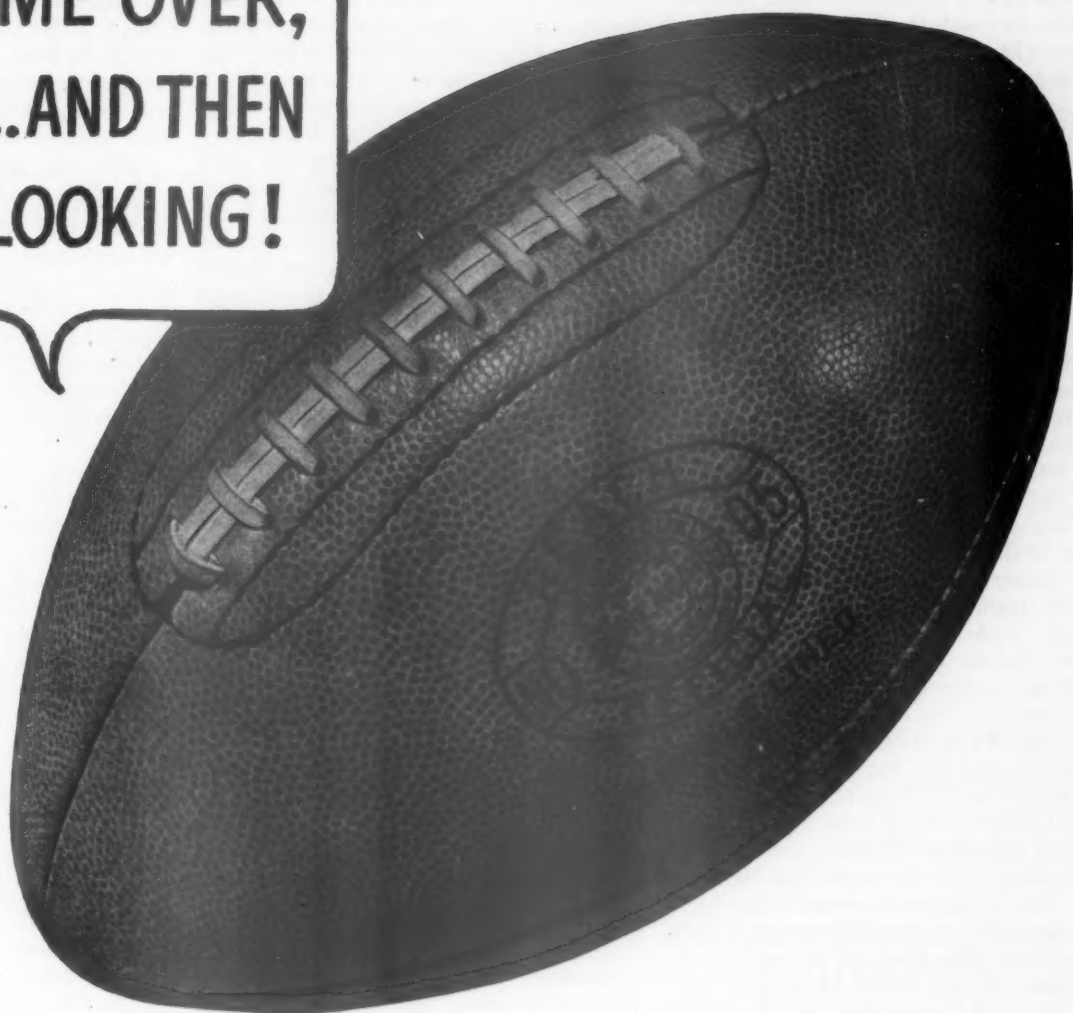
**PENALTY**—Loss of 15 yards; the offended team to have the fair catch whether or not the ball was caught.

Read and re-read this provision and also turn back to page 6 and read every word carefully in the Section 8, which defines Fair Catch and Opportunity to Make a Fair Catch. In the latter no signal is necessary.

At the same time it must be borne in mind that after A has kicked (any Free-



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kick) an A player may run down the Field on a high kick and catch the ball legally, provided no player of Team B was in such position that it would have been possible for him to reach the ball while it was in the air. But if so caught by B legally, the ball is dead at the point of recovery.

### Suggested Officiating Procedure on Kick-Off

(a) IN MAJOR GAMES—When four officials are working, it seems advisable to start with the position of Linesman. He already has chosen a side of the field for his lines and his assistants. I like to have the Linesman "take" the 50-yard line which is the Restraining Line for the receiving team. One of the oldest customs of the game is that the Umpire "take" the kicking team on the side line opposite the Linesman. I like also to hand the ball to the Umpire, who, by taking his position on the side line (40-yard line) opposite to the Linesman, can see it is put in play properly and that no player of the kicking team is ahead of the ball when kicked. Since Rule 6, Section 1, now requires that at least five players of the receiving team remain between their 45-yard line and the 50-yard line, I would place the Field Judge on the receiving team's 45-yard line and on the same side of the field as the Umpire. The Referee then, I believe, should take a position on or near the same side line as the Linesman, about 15 or 20 yards from the goal line. This arrangement seems to preclude the possibility of "missing a trick." All three restraining lines are covered; both side lines can and should be covered, and if it be an end zone play, one who is fit physically to be a Referee surely can get back there much quicker than any A player, for the Referee has a 40-yard start on the whole A team.

(b) IN MINOR GAMES—When no Field Judge is working, the Umpire and Linesman take the same positions as above indicated. In order to check whether at least five players of the receiving team remain between the 45- and 50-yard lines until the ball is kicked, I believe that with only three officials working the Referee can take a position about the middle of the receiving team and about on their 30- and 35-yard lines, check this point and back up fast enough if he is obliged to. It appears that, with only three officials working, neither the Linesman nor the Umpire can check the 45-yard line unless perhaps no player of the receiving team takes a position up close to the 50-yard line. If that be the case, the Linesman may, just before the ball is kicked, signal the Referee to back up and that he (Linesman) can "take" the 45-yard line.

### RULE 7

#### Section 2—Position of Players

##### ARTICLE 4—ONE PLAYER IN MOTION—

This Article has given our group more trouble in the past three seasons than Article 5, which covers the Shift and Huddle. I believe that this is explained by the fact that almost all teams have been complying regularly with the full and complete stop and loss of momentum after a shift or a huddle, BUT then, unless another shift or huddle is made, the play is to be ruled after the one-second stop, under Article 4. So, after the full second stop following a shift, one player may move (change position) and just become stationary (any stop may be less than a second) and the ball may be snapped legally. Read the first A. R. following Article 5 on the opposite page of the Rules. In Article 4 the word *stationary* as defined and used gives us a problem.

Note that in Rule 7, Section 2, Article 5 (page 25) offensive players are prohibited from moving the feet or swaying the body, head or arms for at least one second after coming to a stop. After the one second, then Section 4 applies and Section 4 requires only that the players remain *stationary*. At the New York meeting held September 6 and 7, 1931, a number of questions and answers were passed upon and adopted. Among others the following question and answer were included and given publicity.

5. QUESTION—(Rule 7, Section 2, Article 4). This rule calls for the players "to be stationary at the instant the ball is put in play." If on a set formation the feet are stationary but there is swaying of the body, head or arms, is this rule violated?

ANSWER—No. Mr. Hall stated that on a set formation the wording used in Article 5 covering a shift does not apply and that "stationary" in Article 4, means there must be no movement of the feet.

Some teams capitalize upon this interpretation as follows: Team shifts, all remain rigid more than a second, one end shuttles, just stops and then bobs the head and "shoots" (extends) one or both arms from the body and in some cases sways the body, but in each and all cases keeps his feet stationary. Personally, I believe that such movements will draw an opposing (defensive) tackle off-side very often. In many such cases I have ordered the down played over, for I ruled that the "antics" of the one end caused the off-side and in the spirit of fair play belonged under Rule 7, Section 3, Article 4. Often it constituted a false start, I believed.

#### Section 5—Forward Pass

ARTICLE 4—INTERFERENCE BY TEAM A—The first paragraph of this Article has been altered by the addition of the parenthetical clause, "*Whether or not the pass crosses the line of scrimmage.*" For your study we print herewith this first paragraph from both the 1931 and the 1932 Rules.

#### The 1931 Rule reads:

ARTICLE 4. During a forward pass play there shall be no interference whatsoever beyond the line of scrimmage with any player of either team who is eligible to catch the pass, except such interference as may occur when two or more eligible players make a simultaneous and bona fide effort to catch or bat the ball.

#### The 1932 Rule reads:

ARTICLE 4. During a forward pass play (whether or not the pass crosses the line of scrimmage) there shall be no interference whatsoever beyond the line of scrimmage with any player of either team who is eligible to catch the pass, except such interference as may occur when two or more eligible players make a simultaneous and bona fide effort to catch or bat the ball.

Recently many have believed that if the pass did not cross the line of scrimmage, offensive players could go through and "take out" the Team B secondary, but the 1932 alteration makes this specifically and clearly illegal—an interference. I would point out, however, that no part of the rules prohibits interference (blocking) on or behind Team A's line of scrimmage, whether or not the pass crosses the line of scrimmage.

#### Section 7—Dead Ball Rule

ARTICLE 1—A 1932 RULE CHANGE—In (a) one of the really important rule changes of 1932 is found. Comparing the 1931 (a) with that of 1932, one will note that the words "*while he is in the grasp of an opponent,*" which were the last words in the 1931 (a), do not appear in the 1932 rules. Literally this means that if the Runner slips, is knocked down or for any reason touches the ground with any part of his person except his hand and foot, the ball is dead, may not be advanced and should be blown dead immediately by the Referee. This is quite a change in the Rule and since experienced players have been coached in the past to get up and drive on as far as they possibly could, it hardly is fair to judge the merits and protection of this rule change in one season. It is my information that this change was made to protect the Runner on plays commonly observed, the quick opening plays, where the back goes through so fast, loses his feet, falls and, in the past, was piled on pretty badly (though legally). So long as the Runner (not in the grasp of an opponent) was not protected under the old rules, the Referee could not blow the ball dead, nor penalize for the piling on, nor, under such circumstances, could the Referee prevent or penalize the Runner doing what now is *crawling*. Now, however, that the new dead ball rule changes all three, the ball is dead when the Runner falls and at that instant either crawling or piling up may occur. Yes, it is my



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anticipation as well as yours that we will see a few freak plays under this rule, but to offset this we unquestionably will see a large number of our best ball carriers protected from injuries and be in shape to start EACH game and last much longer in each. I have followed enough Runners in twenty-two seasons to know that they have taken "an awful socking" on legal plays which the new dead ball rule now will protect them against. Remember, all our boys have not the natural ability to "fold up" such as Jim Thorpe had. When he fell loose it was practically impossible to find a vulnerable spot on him in Piling Up, but where is there another Thorpe?

**PLACE-KICK EXCEPTED**—Note the parenthetical clause in the middle of (a), Page 34, which reads "*except the holder of the ball in a place-kick.*" In other words the holder of the ball in a place-kick in scrimmage *may* have his knee on the ground after receiving the ball from the snapper-back, BUT if he so touches the ground with his knee, etc., he may NOT then run with or pass the ball. Note the second A. R. following Article 1.

I may add that in this A. R. I would rule that the ball was DEAD and that if the so-called holder tried a pass or a run, etc., and B wanted to decline the 5-yard penalty I would not permit B to decline anything except the 5 yards. The ball is dead and counts as a down and is not played over I believe. The 5-yard distance penalty may be explained as Crawling (attempt to advance the ball after dead) or Delay of Game—anyway give him the 5 yards for creating what may amount to a controversy.

**FAKE PLACE-KICK**—If Coaches want to develop a fake place-kick play, it is necessary that they teach the holder of the ball either to get his knee off the ground *before* he receives the ball or *not touch* his knee to the ground at all. If he does either, he then may work the fake place-kick (run or pass) legally.

**PROMPTLY AND LOUDLY**—The accurate timing of the Referee's whistle is one of the *most* important things in officiating football. The *prompt* blowing of a *loud* whistle is a very considerable factor in preventing piling up, crawling, pushing the man with the ball back and thus in the prevention of injuries. The Referee should carry the *loudest* whistle he can find and blow it *very* loudly and decisively the *instant* it is indicated. This, coupled with the fact that he endeavors to keep fairly close to and to the side of the runner, allows no opportunity for the runner to crawl or the opponents to pile on.

**DOWN THE FIELD**—On runs after the completion of a long pass and on runs after catching punts, the player carrying the ball especially needs the protective observation of the officials other than the Referee. Crawling and piling on are espe-

cially common in these plays. The other three officials should be especially alert in signalling the Referee (by throwing one arm and hand QUICKLY above the head) that the ball is dead down the field. Now that clipping has been practically eliminated from our game, I personally feel that piling on is the worst existing evil which we have. Nor do I believe that we can eliminate piling on until Referees become more efficient and more decisive in using the whistle. Blow loudly and decisively at the *right* instant and you have thereby eliminated about half of the piling on in the game.

## RULE 8

### Section 2—Putting the Ball in Play on Free-Kick

**ARTICLE 5—FIVE B PLAYERS RESTRAINED**—The last sentence of this article reads: After the Referee blows his whistle for play to start, no player of the receiving team shall advance beyond his restraining line and *five players must remain within 5 yards of this line until the ball is kicked.*

This is in conformity to the same provision near the bottom of Page 20 in Section 1 of Rule 6, for the kick-off. This makes a uniform requirement on all free-kicks.

## RULE 10

### CONDUCT OF PLAYERS

#### Section 1—The Use of Hands, Arms and Body

**WHEN THE BALL IS FREE**—We are about to give consideration to the last sentence of Article 2, but before we do let us get the foundation in order fully to grasp the significance of this Rule change. So, refer to the Rules, Page 5, Article 3, and read the Definition of A Free Ball or *When the Ball is Free*. By study of the same you will part with the old idea that a Free Ball is one which all players are eligible to recover. In other words, when team A punts to B and the ball is either in the air or untouched by team B, it is a Free Ball under the definition, but team A is not eligible to recover or touch the ball. A does become eligible when and after B touches a ball kicked in scrimmage and both A and B are eligible on any *free-kick*, which of course includes a kick-off. Keep the above points in mind, for an understanding of the same is necessary for the 1932 provisions of the use of hands and arms *when the ball is free*.

The last sentence of Article 2 (Page 47) in the 1932 Rules reads:

*"When the ball is free, players who have a legal right to recover the ball may use their hands or arms to push opponents out of the way in order to get at the ball."*

The same sentence in the 1931 Rules (Page 45) read:

*"When the ball is free, players may use their hands or arms to push opponents out of the way in order to get at the ball."*

I interpret this to mean that when A punts (any kick) across the line of scrimmage, the A ends going down the field under the kick MAY NOT LEGALLY use their hands or arms upon the B players who attempt to block A *until* B has touched the kicked ball, for until then A has no *legal right to recover the ball*. (Rule 7, Section 6, Article 1, Page 33.) If, however, the ball, kicked in scrimmage, does not cross the line of scrimmage, all (22) players have a legal right to touch or recover the ball (Article 2, bottom of Page 33) and since the ball is free, all (22) players *may use their hands or arms to push opponents out of the way in order to get at the ball*.

It is my interpretation of the present wording that with the insertion of the words "*players who have a right to recover the ball,*" we have a very marked change in the matter of coaching the players going down the field on kicks from scrimmage and it makes necessary a different observation than the Umpire and Linesman have been making. No longer can the A end, going down under the kick, use his hands or arms upon the B secondary to get past in order to get at the ball. Nor may the B secondary, as always was true, block the players of A coming down the field by using the hands or arms, for although they (B) are eligible to recover the ball, they are *not*, while blocking A, endeavoring to get at the ball.

The corresponding provision of the 1928 Football Rules read:

*"If the side in possession of the ball kicks:*

*"(a) Players of said side, who have crossed the line of scrimmage, may use their hands and arms to push opponents out of the way in order to get at the ball or the player carrying it.*

*"(b) Players of the side which did not put the ball in play may use (1) their hands and arms to push opponents out of the way in order to get at the ball and (2) their bodies or their arms close to the body to obstruct opponents who are going down the field from getting at a player of their own side who is endeavoring to get at the ball."*

This in substance was the "picture" as we all understood it until the 1932 Rules appeared with the addition of the words, "*Players who have a legal right to recover the ball.*" The 1931 provision in substance was identical with the 1928. Regardless of your reaction, you had better start Coaching as per the Rule, and, if you are an Official, you must understand and enforce the Rule as written. It is my anticipation that the A players will find it more difficult to get down the field under kicks and that B therefore will be enabled to catch and run back more punts. Note penalty No. 3 for a foul *when the ball is free*; this penalty applies. (Page 47.)



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### Section 2—Personal Fouls

ARTICLE 1—DISQUALIFICATION FOULS—  
Turn to the 1931 Rules on Page 46 and note that this Article read:

"ARTICLE 1. There shall be no striking with the fist or elbows, kneeing, kicking, meeting with the knee, striking with the locked hands; nor shall a player on defense strike an opponent in the face with the heel, back or side of the hand."

"PENALTY—For violation of any part of Article 1—Disqualification and loss by offending team of one-half the distance to its own goal line."

On Page 48 of the 1932 Rules note that this corresponding Article and its provisions are covered by Item 1; Article 1 is divided into Item 1 and Item 2—note as much. Note also in Item 1 (c) of the 1932 Rules, the addition of the words, "wrist or forearm."

In order to grasp completely the Rule change in Item 2 of 1932, turn to your 1931 Rules on Pages 47 and 48 and note that the latter part of Item 1 read: "or striking an opposing lineman on the head, neck or face with the palm of the hand except when the arms are moving with the body as part of the charge, or any other act of unnecessary roughness."

"PENALTY—Loss of 15 yards."

Then note that in Item 1 on Page 49 of the 1932 Rules this provision has been omitted entirely. This general provision has been rewritten and it now constitutes Item 2 of Article 1, starting at the bottom of Page 48 (1932). It reads:

"ITEM 2. "Players on defense may not strike opponents on the head, neck or face with the palms of their hands, but they may use the palms above the shoulders to ward off or push such opponents in order to get at the ball or the player carrying it."

"PENALTY—Loss of 15 yards."

ROUGH USE OF HANDS AND ARMS—  
If you do not understand the difference between Item 1 and Item 2, you should not attempt to officiate or coach. The difference between Item 1 (c) and Item 2 is that in Item 1 (c) the player is to be disqualified and given half the distance if he strikes an opponent on the head, neck or face with the heel, back or side of the hand, wrist or elbow. Item 2 makes it a lesser penalty if defensive players strike the head, neck or face with the palms (open hands), but it specifies the legality of defensive players warding or pushing off opponents while trying to break through. Therefore an Umpire must differentiate between striking and pushing and, if it is striking, then what part of the hand (wrist or forearm) was used. If the striking was with the open hand, it is 15 yards; otherwise it is the maximum penalty.

Last year the Rules prohibited Linemen who were remaining stationary from striking with the open hand (palm), but

it permitted such striking with the open hand (palm) when the arms were moving with the body as part of the charge. This year, however, all striking with the hand is prohibited, regardless of whether the player is stationary or charging. The striking with the palm of the hand during the charge was an important and well coached part of many teams' line play last year and is specifically prohibited now. It is my judgment that this change was made because the 1931 wording of Article 5, Page 47, was a bit confusing and its violation was not properly detected and enforced and because too many linemen capitalized upon the fine differentiation and were able still to "sock" the offensive forwards upon the head, neck or face with the open hand. As now written it should be clear that the present wording leaves no interpretation necessary on the part of the official—just eyesight. If it is striking, then he may ask, "How did B strike A?" and request the Referee to enforce the proper penalty.

PROTECTS SNAPPER-BACK—I believe that the one player on each team who will be most pleased with this 1932 prohibition, is the snapper-back. On the offense this player, with his head ducked and his concentration upon the signals and his pass, has had to take a lot of "smacking around" on the head, neck and face in years past, as soon as he snapped the ball.

### RULE 12

#### Section 7—Enforcement of Penalties on Forward Pass

PASS—(Rule 12, Page 55)—An illegal forward pass is one which is started illegally or, we may say, an illegal forward pass is one which is started in an improper manner. An illegal forward pass is a foul and the penalty therefore may be declined. It is well, therefore, to understand, before you attempt to enforce forward pass penalties, the difference between an Illegal and an Incomplete forward pass.

Another situation which this Section covers occurs fairly often. Fourth down and A throws a second (or more) incomplete forward pass. Linesman informs Referee that A was off-side on the line of scrimmage (5-yard penalty). Referee then must explain to the B Field Captain that he has a choice of B playing the down over with a 5-yard penalty for the off-side or B taking the ball on downs and receive also the 5-yard penalty against A for the second (or more) incomplete pass. In this particular situation it hardly is a choice of penalties—what B will do is decline the penalty for the off-side and take the play as though no off-side occurred.

Turning to Page 54 of your 1931 Rules and comparing the second paragraph of Section 7 of Rule 12 with the last four paragraphs of the 1932 Section 7 of Rule



12, on Page 56, you will note that what now comprise the last four paragraphs have been rewritten almost entirely for simplification and clarity.

**RULE CHANGE**—The first of these four paragraphs reads: "Personal fouls by the team on defense (other than fouls involving disqualification) committed beyond the line of scrimmage while a forward pass is in the air, constitute interference and the offended team shall have the choice of penalties." I interpret this to mean that the word *beyond* in connection with the line of scrimmage means *beyond* A's line of scrimmage or *behind* B's line of scrimmage. On that basis of assumption, if the B defensive halfback trips an A end going down to catch a forward pass, the tripping is interpreted or A may be given the choice of accepting the foul as an interference or as a tripping. The former would give A the ball at the spot of the foul, while the latter penalty (tripping) would give A the ball plus a 15-yard penalty from the spot where the ball was put in play. If I interpret this paragraph correctly, then A naturally would choose the penalty for Tripping, provided the interference was less than 15 yards from the point where the ball was put in play.

**RULE CHANGE**—The second paragraph of the four new ones reads: "In case of a foul by the team on defense (other than fouls involving disqualification) the penalty shall be enforced from the spot where the ball was put in play." I interpret this paragraph to apply on forward pass plays ONLY. This paragraph, therefore, is the basis of the explanation offered just above. Diagram a forward pass play with the B defensive halfback tripping the A end 10 yards from the line of scrimmage and then diagram another wherein the B halfback trips this A end 20 yards from the line of scrimmage. Since A now has a choice of accepting the penalty for the tripping (measured NOT from the spot of the foul, but from the spot where the ball was put in play) or the penalty for interference (take ball at spot of the interference) the A Captain would ask for the Tripping penalty in the first play (gains him 5 yards), but in the second play he would ask for the penalty for interference, since that choice also gains his team 5 yards.

**INCOMPLETE PASS DISREGARDED**—The third of the four paragraphs being considered reads: "In either case an incomplete pass is disregarded unless it becomes incomplete by striking an ineligible player, when the penalties for the foul and the incomplete forward pass offset each other." The words, "in either case," refer, I believe, to a foul by the Defense on the line of scrimmage, or Tripping as mentioned above or any ordinary interference. These are to be enforced against B and the incompleteness of the forward pass made by A is disregarded. This in substance was the rule last year. The only exception is in the case of a forward pass by A becoming

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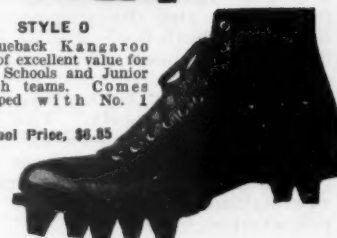
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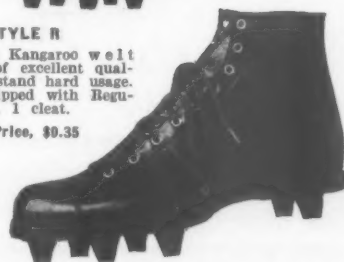
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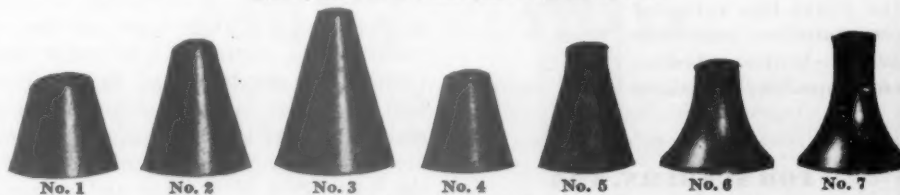
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incomplete by striking an *originally ineligible* player or one who has become *ineligible by going out of bounds*, (A of course). I do not interpret the words, "*an ineligible player*," to refer to a *second originally eligible* player who touches or is touched by a forward pass and thus becomes ineligible. I may be in error in this interpretation, but the one offense is serious, whereas the latter is merely an incomplete pass. In the absence of an opportunity to check this point with the Committee, I would so apply it upon the Field. (Read Penalties (1) and (2), Page 29.)

**PENALTY ON INCOMPLETED PASS**—Since the rules provide for a 5 yard penalty each for the second and third or fourth incomplete or illegal forward passes in any series of downs, it is advisable that the Umpire check these to assist the Referee. Note, however (Art. 3, Page 31), intentionally grounding a forward pass is not included in the count, for it carries a specific distance penalty and is one of the so-called "off-set" fouls, if team B also fouls.

### RULE 13

#### THE OFFICIALS—THEIR JURISDICTION AND DUTIES SUGGESTIONS TO OFFICIALS FOR 1932

**WHISTLE MANDATORY**—Note the Rule Change in the first Supplemental Note which makes the blowing of the whistle by the Referee mandatory. This was done, I believe, to accompany the new (1932) dead ball Rule 7, Section 7, Article 1 (e). If the new dead ball rule is to be popularly received and if Piling Up and Crawling (the undesirable things the Rules hope to prevent) are to be avoided, two things must be done:

(1) The Referee **MUST** be alert and quick on the whistle, so all may know that the ball is DEAD.

(2) On plays down the Field or out of bounds, the other official (whoever covers the play) must be equally **alert and quick** with his hand and arm extended **HIGH** above his head the **INSTANT** the ball is to be blown dead.

**NEW SUBSTITUTE RULE**—If this 1932 change is to be popular and not cause delay of the game, *at least three* officials **MUST** participate in carrying out its provisions:

(1) The Referee **MUST** be **VERY** positive with the *whistle* in declaring a Time Out. *Two, three or more* sharp blasts of the whistle should be sounded to notify the Field Judge, both benches and all players that *play is suspended*.

(2) The Umpire **MUST** be anticipating a substitution as soon as he knows that play has been suspended and not cause a Substitute to run all over the Field to hunt him up. The Umpire also should have "one eye out" for the Field Captains also to have them accept the substitutions and get the *right* player off the Field *quickly*. This now becomes the specific responsibility of the *Umpire* (Section 3, Rule 13).

(3) The Field Judge must stop the watch *quickly* whenever the Referee suspends play; the Referee should indicate by pointing to one team or to himself to *whom* each time out is charged. *Both* officials should keep and check this record of times out for *each* team.

(4) The Referee and Umpire both should stimulate the Field Captains to anticipate a substitution *whenever* time is out and to co-operate with the Umpire in saving time.

## The Heart in Athletics

By G. G. Deaver, M.D., B.P.E.  
Y. M. C. A. College, Chicago

**I**N a few days or weeks the call will go forth for the gathering of the football squad. Then from all corners of the earth the cream of American youth will once again gather to do or die for Alma Mater. There is something inspiring in the courage and daring of these football men; they give all the vigor of their physical power for the joy of combat and the glory of their school, without a thought of personal injury. It is the duty of those given the care of these boys and men to protect them, insofar as it is within their power, from any harm and danger. Your first obligation, as coach or trainer, is to make sure that the men under your care are organically sound before they begin the long grind of training and competition. A note from a physician which simply states the player is "O. K." is not sufficient. There are some fifty items listed in a complete physical examination

chart and you must be sure that every one of these items has been examined. You, as coach or trainer, are morally obligated to obtain these facts.

There are cardio-vascular tests, physical efficiency tests, coordination tests, vital capacity tests, etc., which should be given every member of your squad before he begins training. These tests are not an essential part of the medical examination, but the ratings received from these tests will give you valuable information as to the *present* physical condition of your men. Some men may be in the pink of condition and ready for scrimmage, others may require several weeks of work to attain the condition desired. To work the whole squad as a unit may mean staleness for some before the season is over, and injury to those not ready for strenuous work. Remember that "A



fatigued muscle is physiologically comparable with an injured muscle."<sup>1</sup> The coach who spends the first days of the training season in obtaining this information will find it is time well spent.

The organ which we seem to guard the most is the heart. We often hear the term "athletic heart." In giving physical examinations the student swells with pride as mention is made of his athletic chest, athletic muscles, etc., but when one mentions the "athletic heart," he asks if he is going to die. It is impossible to have an athletic physique without having an athletic heart. The term "athletic heart" as used by most laymen and some physicians means a diseased heart. To those who know, this means a perfectly functioning organ, slow, 45 to 55 beats per minute, regular in force and rhythm, and "slightly larger than the normal heart."<sup>2</sup>

In 1925 a questionnaire was sent to five physicians who were trained in heart work, and four physical directors who were physicians. The question asked was, "May the strain of prolonged physical effort in some of the competitive athletic sports practiced by growing boys and girls result in damage to the heart?" In general the replies from the physicians are in substantial agreement that, as expressed by one, "In a child whose heart is normal to begin with, as determined by previous careful physical examinations, due attention being given to the history as regards rheumatism, etc., no harm would result. A heart weakened by disease or by general faulty conditions, such as anemia or malnutrition might be seriously damaged."<sup>3</sup>

Perhaps it will be well to quote from other authorities to emphasize this point.

"Exercise, even strenuous, prolonged, and repeated exercise, does not harm the normal heart, and other functions—those of muscles, lungs, and nervous system—will succumb to fatigue before the heart will reach the limits of its marvelous reserve."<sup>4</sup>

Dr. McKenzie, the great English heart specialist, said, "I never saw a single individual who suffered from heart dilatation as a result of overexertion. When one meets with dilatation as the result of excessive work, one finds the heart has already been damaged by disease."

Sir Thomas Lewis in his book makes this statement, "The burdens imposed by physiological acts upon the heart, however heavy these burdens may be, never exhaust the heart's reserve."<sup>5</sup>

It is interesting to note that in the studies by Dr. Anderson of Yale athletes,

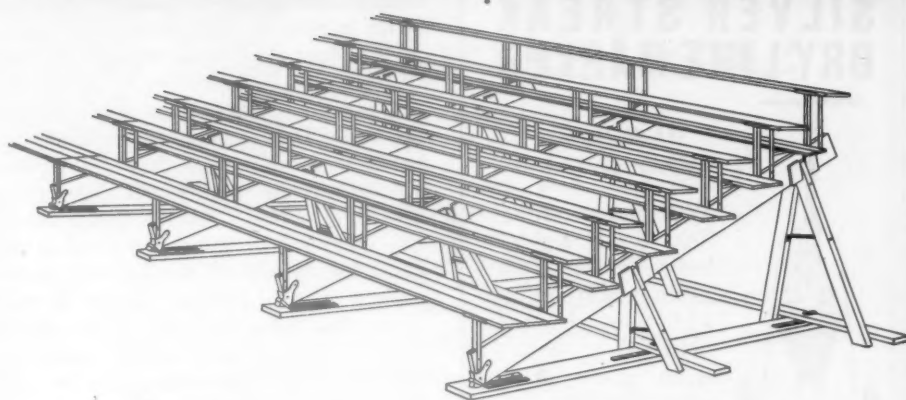
1. HILL, A. V.

2. Steinhaus, A. and others. *Am. J. Physiol.* 90:487, Jan., 1932.

3. Editorial. "Athletics and Heart Disease," *Hygeia*, Aug., 1925, 471.

4. Cole, N. B., *Am. Phy. Ed. Rev.*, 27:475, Dec., 1922.

5. Lewis, T., "The Soldier's Heart and Effort Tyn-drome," Paul B. Hoeber, N. Y.



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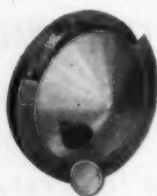
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Joe Pipal's theories on lateral pass technique and tactics are sound and will work.—WALLACE WADE.

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Occidental College, Los Angeles, California

Geer of Harvard, Dr. Dublin and others,<sup>6</sup> it has been shown that the death rate among athletes is lower than for the population in general. "Of all the men engaged in one sport only, those who played football made the best showing." (Dublin.)

When the causes of death are considered we find "The athletes, in spite of their better longevity record than insured men, showed a worse condition as to heart disease." (Dublin.) The full importance of this discovery is still obscure, but it suggests that careful supervision and medical examinations of athletes should be made to see that those participating in athletics have a normal heart before competing. "Persons with mitral regurgitation, popularly known as leaky heart, suffer a mortality far above the normal. In a group of white males with this impairment, the death rate was over twice that of normal persons."<sup>7</sup>

In summarizing these statements we can say (1) that athletic competition does not harm the normal heart; (2) that athletes live longer than the normal population; (3) that athletes who participated on college teams died more frequently of heart disease than the normal insured population.

One can say with some degree of assurance that the physical and medical examination of athletes forty years ago was not so often compulsory as it is at present. As competitive athletics are dangerous for

6. Anderson, W. G., *Mind and Body*, 23:374, Dec., 1916.  
Geer, W. N., *Harv. Graduate Mag.*, 32:398, March, 1924.  
Dublin, L. I., *Harper's*, 157:228, July, 1928. (Reprinted.)

7. *Statistical Bull.*, Metropolitan Life Ins. Co., March, 1930.

the person with a *diseased* heart, perhaps many of the athletes competed with an injured heart. This may account for the increased number of deaths from heart disease among college athletes.

The question might well be asked, "How can a physician tell whether an individual has a normal heart?" After many years of experience in examining hearts by the usual medical techniques, I am convinced that an electro-cardiogram is essential for an accurate diagnosis of the condition of the heart muscle and nerve conduction.

In conclusion, may I emphasize (1) the importance of a thorough medical examination before the long grind of training begins; (2) that you, as coach, study the physicians' findings in order that you may know the weak spots of your men. The knowledge that your end has only a one-third vision in one eye may account for his missing forward passes on that side; (3) that by giving several of the physical tests at the start of the season, you will obtain valuable information as to the present condition of the men on your squad; (4) that it is relatively easy to get a team into condition, but the most successful coach is the one who can keep them there to the season's end.

*Editor's Note:* Dr. Deaver has prepared a mimeographed copy of a physical examination chart, valuable physical tests for measuring "condition," and what signs and symptoms to look for in men going stale. These may be obtained by writing to the *ATHLETIC JOURNAL* and enclosing twenty-five cents for the cost of preparing the material.

## Helps and Hints

Continued from Page 21

that they are directly responsible for the players on trips.

The new coach may tend to be dogmatic and arbitrary in demanding strict adherence to numerous rules of discipline and training. Wise counseling by the superintendent points out that few rules and a sympathetic understanding accomplish far more than a dictatorial attitude. Fewer rules to follow mean fewer rules broken. Certainly, conformity to a few is better than lax obedience to many.

Of vital importance to the coach is a knowledge of the scholastic standing and progress of each player. This record is furnished by the administrative office at two-week intervals. Long, valuable hours of practice are then not wasted on players who are found at the last minute to be ineligible. Success is attained with those players whose scholastic standing is rarely questioned.

The superintendent is largely responsible for the publicity program. He is familiar with the local newspapers. He

knows the editors and reporters and he arranges to have them meet with the new coach. Thus, they become aware of his plans, difficulties and problems, and are able to present him to the community in a rational manner. More space is devoted to football news when contact with the coach is on a friendly, understanding basis. Also, the superintendent may introduce the coach to the community through the civic organizations.

The "pep" program is guided by the superintendent. The coach is brought before the student body and through his speeches the students come to understand his aims and to assume the correct attitude toward football. He shapes and molds the proper spirit of sportsmanship to be shown opposing teams and officials. All in all, he is a leader to the student body, and, as he leads, they follow.

### In Mid-Season

AT this time the superintendent may emphasize the importance of select-



ing rather definite first and second teams, for no team is stronger than its reserves, and, since the prevalent practice is to make numerous substitutions in a game, the need of an adequate second team is evident. Practice scrimmage becomes far more valuable with a fine second team to give competition than with a hurriedly thrown together bunch of "scrubs." As a result, in a regular game when a substitution is necessary the coach knows exactly the player to use.

Before each game the superintendent and coach confer to discuss the probable outcome. Judgment is based on the condition of the team over against the condition of the opposing team. Condition may represent the factors of physical fitness, training and mental state. This discussion gives both an actual understanding of the factors involved, and, as a result, the superintendent is not inclined to be one of those hilarious individuals broadcasting victory before the game is played.

As soon as possible after each game, another conference is held. The game serves as an examination in the things the players are taught. Their response to training, their strength and their weakness as revealed by the game are analyzed for the purpose of keeping before the coach the skills he may rely on and the points he must stress in future practices. Strong points in the opponents' game are analyzed and desirable features may be adopted. The degree to which players took advantage of opponents' weaknesses is recorded.

Now is the time for the superintendent to engage in some inspection. He checks on the use made of the athletic section of the library. Should he find that the athletes are not using it to an appreciable degree, the coach may be asked to use his influence in the use of it. It is not wrong for the superintendent to be an occasional spectator at the practice sessions and a frequent visitor to the locker room. These mental questions are asked: (1) What is the learning situation on the practice field? (2) Do players appear interested and attentive to the work at hand? (3) Is time wasted by some players remaining idle while a comparatively small group is being instructed?

Lesson plans are required the same as from teachers of academic subjects. Barring injuries and unusual weather conditions, the coach is able to plan definitely the activities of his squad for the coming day. This leads to intelligent preparation of his lesson material. His players are taught by sensible methods rather than by the common helter skelter practice of the aimless kicking and throwing of footballs.

#### *The End of the Season*

**I**MMEDIATELY after the last game the student assistants check in all uni-

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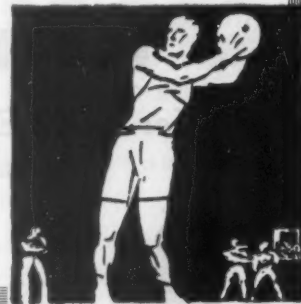
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forms and equipment and arrange it so that both superintendent and coach may conveniently take inventory. The amount consumed in the season gives a basis for determining the amount needed for the next season. Equipment is then cleaned and stored by the student assistants.

To avoid possible ill feeling on the part of parents and players, criteria are set up for the awarding of letters. In this matter the coach is allowed full sway, though suggestions from the superintendent are not to be ignored. The awarding of letters becomes a pleasant, happy occasion when there is a definite basis for the awarding.

A financial report of the season is prepared that includes a record of all receipts and expenditures. The importance of this report is evident, for in the small school the very life of athletics depends many times on the status of the athletic treasury. Such a report reveals the teams that drew best at the gate. Such teams may be retained on the schedule for the next year, while teams that did not draw may be dropped. The report may also indicate the best days of the week for the scheduling of games as regards attendance. Cash on hand also indicates the amount of new equipment that may be purchased.

A list of players eligible for the next season is made; thus the coach may know definitely the players to rely on. A brief study of the weight chart reveals the physical effect of the season on the players. A survey of grade cards shows the academic progress. Short consultations with the various teachers suffice to determine the improvement in behavior and moral attitudes. Unless improvement is accomplished, football fails in some of its educational aims. A positive trend for a majority of the factors indicates that the coach has been a successful teacher of football, and that the season has been successful regardless of the number of games won or lost.

No attempt has been made in this paper to describe all of the supervisory activities that a superintendent may assume in the guidance of a new football coach. Undoubtedly there are many other important supervisory activities than those herein mentioned.

It may be that the activities as listed appear to be numerous and fraught with detail. It should be kept in mind that this supervision is for the neophyte in his first season's work. In the second year the number and nature of the activities would differ greatly, for the coach, while he would not be a veteran in his field, would no longer be the neophyte.

### Do Athletes Sacrifice High Grades

*By Lindsey W. Austin,*

Wichita High School North, Wichita, Kansas

**W**ITH the public in general it appears to be an accepted conclusion

THE ATHLETIC JOURNAL



that a boy participating in athletics does so at a sacrifice of his high school grades.

Recently a university senior who was writing a term report approached the writer and asked for a statement listing the reasons why a boy should participate in athletics at the usual cost of high grades.

Not being convinced that athletes must sacrifice high grades for athletic activities, the writer insisted he did not wish to contribute to a report based on conditions that should not exist in any school system, be it high school or university.

After taking this stand on the question, it was decided to make a study of the scholastic records of boys in athletics at Wichita High School North in an attempt to determine whether or not it was costing them too dearly to participate in athletics.

The following is a report based on the records of 224 high school boys from the sophomore, junior, and senior classes of Wichita High School North. The records of 112 athletes who participated in the various sports of the year 1931-1932 were used and compared with records of 112 boys who did not take part in athletics. To get this non-athletic group the record from every fourth card, as filed on the boys' permanent records of the high school, was used. Of course, the cards of athletes were omitted.

The following summary indicates the standing of the two groups:

**First Semester**

Grades	A	B	C	D	F
Athletes .....	36	99	197	95	19
Non-Athletes .....	33	91	153	126	36

**Second Semester**

Grades	A	B	C	D	F
Athletes .....	39	95	200	85	14
Non-Athletes .....	48	106	150	112	18

Total Athletes...75 194 397 180 33

Total Non.....81 197 303 238 54

Based on the Wichita High School system of grading, allowing credit for quality:

A merits .6	Credits per semester
B merits .55	Credits per semester
C merits .5	Credits per semester
D merits .4	Credits per semester
F merits 0	Credits per semester

Credits earned by athletes and non-athletes are as follows:

	First Semester	Second Semester	Total
Athletes	212.55	209.65	422.20
Non-Athletes	196.75	206.69	403.65

Total high school credits gained by athletes over non-athletes 18.55

In conclusion it will be noted that in the A and B groups the amounts are about the same, but in the C and D groups the amounts differ greatly. The athletes have more C's and fewer D's. In the F group

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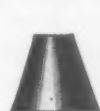
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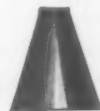
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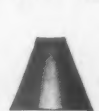
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The student-official will be expected to answer questions on each chapter. These questions will be corrected and returned to him.

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the athletes are also far ahead. The athletes gained more of their credits during the first semester, which could be due to the fact that they are in athletics more during the first semester than the second, giving coaches and other faculty members the opportunity of checking more closely on them during that time.

The problem in this case, of course, has been proved in one high school only, but the writer insists that it should be the result in any school, provided athletics are handled properly.

## Moral Victories vs. Game Victories

*J. B. Buehler,*

John Marshall High School, Los Angeles, Calif.

**A**FTER repeated seasons of interscholastic participation, there will be concrete evidence that our interscholastic athletics have been accomplishing results. This evidence of educational achievement may be obtained most adequately through the services of physical education teachers employed as coaches and not through exploitation by the so-called typical coaches that were found in many of our high schools and colleges in previous years.

To make the physical education program of interscholastic and inter-group contests of real value in our school system, it must accomplish the results we set out to obtain. These results are moral victories, game victories, or both. If our objectives are not accomplished there is no justification for the time used, expense incurred and waste of educational talent.

### *A Partial List of Objectives to Be Derived from Athletic Competition*

1. The desire to win fairly is based upon the desire to succeed honestly in life.
2. Physical development: posture, endurance, agility, skill and accuracy of movement.
3. Moral and mental habits: ability to concentrate, alertness, quick action, correct and rapid judgment, self-control, determination, patience, perseverance, ambition, honesty, loyalty, unselfishness, high sense of honor, duty, patriotism, respect for obedience of law and order, love of the truth.
4. Development of organizing and executive qualities under pressure.
5. Ability to lead and to follow directions of superiors.
6. Respect for fair play and rights of others.
7. Development of orderly conduct within the schoolroom.
8. Ability to understand others.
9. An unselfish and co-operative spirit.
10. Joy and happiness for individual self and for others.
11. Initiative control under disciplined action.



12. Respect for true democracy and self-government.
13. Development of worthy habits that will carry on through life.
14. Development of personality.
15. Health and its beneficial physiological results.
16. Knowledge of the techniques of the various games.
17. Development of social traits becoming to a gentleman.
18. Development of neuro-muscular control.
19. Obedience to delegated authority.
20. Character traits worthy of a gentleman and a citizen.

It is with regret that we hear some of our citizens say that there are high school coaches who are not a very wholesome influence around growing children, especially around boys who are so eager to learn as well as to submit themselves to be initiated in the art of athletics and its by-products in order to become useful citizens. The coach who engages in coaching, plays his contests, trains his boys and encourages antics of unfair ethics to win his game at all costs is gradually passing out of existence. However, now and then one discovers a coach who displays these undesirable qualities. Needless to say, his reign of moulding character is short lived. His idea to win is purely selfish and personal. As a result, he obtains only a selfish benefit in personal pride and glory.

This type of coach usually relies on the local civic organizations and gossipers indulging in sports of all kinds for his support. In some cases where we find the civic agencies interfering with the athletic program of the city schools there is a strong tendency for the coach to lean from moral victories toward game victories. This is most disastrous to the athletic program and its educational policies.

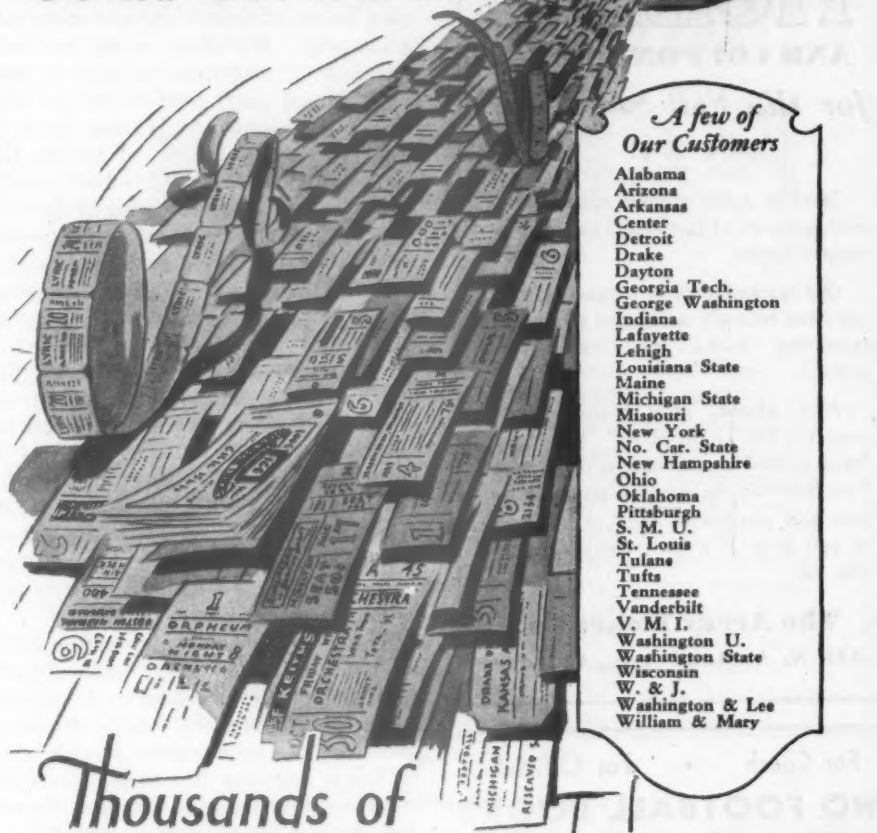
Newspapermen and unscrupulous citizens have an undesirable effect not only on a weak coach but also on the school pride and loyalty. As a rule, these people have little or no knowledge regarding the athletic situation in a school, and as a result create more dissatisfaction and disloyalty than it is possible to illustrate.

At present it may be said with pride that most of our educational and athletic enterprises are directly in control and in the hands of qualified school administrators and physical education people. The physical education teacher, certified equally as well as any other teacher, has brought about a vast improvement in the type of coaching and teaching of physical education activities. The physical education teacher, certified by the state and by the county, who now coaches the interscholastic competitive teams, is adequately trained and qualified. He has the pride of the school at heart, but uppermost in his mind is the making of fine character in youth. He is doing physical education work because he enjoys being around boys,

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### A Complete Study of the Football Rules, 1932

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and he takes great delight in teaching them habits of character development and knowledge of the games in which they are interested. His interest lies in the physical, mental and social development of the boy from the time he enters school until the time he leaves school.

The coach's instruction to the boys on the athletic teams is wholesome in developing habits of clean living and true ethics of fair play. His efforts to win are based upon honesty and upon the pride to teach something of carry-over value for adult life. The desire to win is based upon the desire to succeed in life. I believe that the majority of our high school coaches when coaching and instructing in the techniques of the various sports continually have the objectives of physical education at heart. If the program is not conscientiously put across, the boys of today are clever and wise enough to realize the coach's shortcomings. Incidentally, they lose respect for him, and his name is one of disrepute when they are no longer under his immediate influence. Most of the better coaches receive many of their fine educational policies and their ideas for development of character traits through the reading of professional magazines in physical education and athletics, and from educational journals.

Since many school administrators attribute much of the character training, citizenship and conduct in school to the physical education department, some means of measuring its achievement should be established. As long as a scale of measurement is not available at this time, the next best method for obtaining achievement is administering the physical education program in the highest degree along the terms of its objectives. Probably, the amount of value received through the physical education program can only be expressed in terms of conduct throughout one's lifetime. If the coach has been a good influ-

ence upon the boys in the school, always trying to help the boy as well as trying to uplift the standards of the school, the results are directly as well as indirectly felt throughout the entire school. The habits of tolerance, cleanliness and purity in thoughts and words are incorporated in the instructions during the training season. The student must be improving in school conduct, in acts of gentlemanly conduct and in respect for the less fortunate during his stay in school as well as in his later life.

If, after a student has taken physical education and has been coached in athletics, he can show results in his behavior in group functions, in conducting himself as a gentleman, in having respect for law and order, then this student will win in life. He will also maintain the proper respect for his early athletic training and physical education work. Upon leaving school he will be proud of his early training in that certain school and will be grateful for his contacts with his particular coaches and administrators. This boy will recall his school days and say, "My coach taught me to play square and incidentally to play the game of life square and fair. He has instilled in me courage, manliness, character and the respect for that which is right."

When the school administrator and the physical educator can look back over periods of interscholastic competition and see the progress in actual life-cases of character development, they can say, "Our place in the educational system is justified and is fulfilling its purpose."

It is to be remembered that the winning of games is no criterion upon which to base success in education, but when one can boast with pride and say that the contests were played fair and square, whether in triumph or defeat, the coach has fulfilled his purpose and gained success.

## Symposium on College Athletics

*Continued from Page 15*

At West Point during the season of 1930 we devoted several practice sessions toward instruction in sprinting. Players were given a few simple rules governing the fundamentals of form in sprinting. Outstanding men from the track squad gave demonstrations. It was soon apparent that certain players began to improve, and that later the entire squad was much faster. With the hope that the methods we employed may be useful to others, may I offer the procedure at the Military Academy?

1. Short lecture to entire squad on sprinting form.

2. Demonstrations by dash men.

3. Squad then divided into groups under assistant football coaches, and each player studied for sprinting faults. Dur-

ing this period the players are also required to observe and criticize the faults of others, noting action of arms, inclination of body, position of head, leg action, and position of foot in striking the ground. The coach should vary his point of observation, viewing the runner from various angles: head on, from the side and from the rear. During preliminary instruction the players should not be required to travel at full speed. The object is form. The practice should not be prolonged.

4. After the players have grasped the fundamentals, they are then required to run at full speed.

5. Each daily practice during the football season should close with wind sprints, dashes of from 25 to 30 yards at full speed. Players who can run after a hard workout



will be helpful during the fourth period of a tight game.

The following points may be helpful:

1. Do not insist upon too many details. You are not developing a track team.
2. Require a player to correct one fault before proceeding to additional faults.
3. Backs should be required to carry a ball, which should be an integral part of the arm action in sprinting.
4. Insist upon proper sprinting form when the players engage in other fundamental drills such as covering punts, running interference, covering kick-offs and pulling.
5. For your personal satisfaction, and as evidence for the players, arrange to time each man at the start of the season over a distance of 50 yards, and then a few weeks later over the same distance.
6. Arrange for sprinting competitions within each group.

By the methods outlined above we have added yardage to our players, especially linemen, thus increasing team speed. The other team may have one or two backs who are flashes. However, the best back requires fast interference, and if one works toward team speed development, rather than the production of one or two speed merchants, then the team with the best aggregate speed should produce results in yardage.

### The 1932 Volume

THROUGHOUT its twelve years, the ATHLETIC JOURNAL has published articles by high school coaches. Last year, however, a new department was begun: short articles by outstanding high school men, grouped together under the heading, "Helps and Hints." Of approximately 1,500 replies to a questionnaire sent out to determine the popularity of this department, practically all enthusiastically voted for its continuation. Only three subscribers disapproved, saying they preferred to read articles by the "Big Fellows."

As a result, the "Helps and Hints" department will be continued, and at the same time there will be an attempt to satisfy the three dissenters. Articles by the "Big Fellows" will continue to appear just as in the past.

Few readers realize how directly the quality of a magazine depends upon its readers. The more subscribers, generally speaking, the greater the amount of advertising; the more advertising, the better the articles. Unless, however, the advertiser knows his advertising brings results, he is apt to discount the magazine's value, even though the number of subscribers is large.

If ATHLETIC JOURNAL readers will take a few seconds to inform advertisers the contact was made through the ATHLETIC JOURNAL, the benefit will be returned to the coaches in the form of a larger and better magazine.

# Mr. Coach:

## Here's How To Teach Your Players the 1932 Rules

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### Here's a Few Comments on the 1931 Edition:

CARL SNAVELY, Coach, Bucknell Univ.—"It is the best thing of its kind I have seen; every person interested in football should have it." A. J. BERGMAN, Coach, Catholic Univ.—"Fulfills a great need. Invaluable to both player and coach and I heartily recommend its use to the profession." C. W. BACHMAN, Coach, Univ. of Florida—"I am glad to recommend this publication to all students of football." BILL AMOS, Coach, Washington & Jefferson—"An indispensable means of studying and mastering the rules." DR. F. A. LAMBERT, Member Rules Committee and nationally known authority on the football rules—"I can conscientiously advise any student of the football rules to secure a copy of this book." Western Conference Officials including H. G. HEDGES, ED. W. COCHRANE, DR. J. H. NICHOLS, BOYD CHAMBERS, DAVE REESE and others use and recommend it. R. J. CADIGAN, Eastern Association Official says—"The Rule Book should read 'Every football official should own "Practical Questions and Answers."'"

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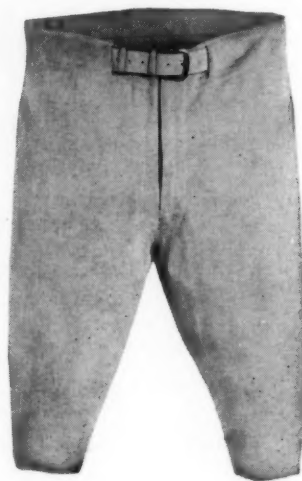
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